DEC 24 1923

St. Olaf College Library
Northfield, Minnesota

Accession No. 21462

Class 379 Vol.

Gift of

Prof. M. A. Nordgaard

STATE AND COUNTY EDUCATIONAL REORGANIZATION

TEXT-BOOK SERIES IN EDUCATION

THE HISTORY OF EDUCATION
By PAUL MONROE, Ph.D., Teachers College, Columbia University.

THE PRINCIPLES OF EDUCATION
By ERNEST N. HENDERSON, Ph.D., Adelphi College.

STATE AND COUNTY EDUCATIONAL REORGANIZATION
By ELLWOOD P. CUBBERLEY, Ph.D., Leland Stanford Junior University.

TO BE ISSUED

PRINCIPLES OF STATE AND COUNTY SCHOOL ADMINISTRATION
By ELLWOOD P. CUBBERLEY, Ph.D., Leland Stanford Junior University, and EDWARD C. ELLIOTT, Ph.D., University of Wisconsin.

SOURCE BOOK SERIES IN EDUCATION

A SOURCE BOOK IN THE HISTORY OF EDUCATION FOR THE GREEK AND ROMAN PERIODS
By PAUL MONROE, Ph.D., Teachers College, Columbia University.

TO BE ISSUED

A SOURCE BOOK IN STATE AND COUNTY SCHOOL ADMINISTRATION
By ELLWOOD P. CUBBERLEY, Ph.D., and EDWARD C. ELLIOTT, Ph.D.

SELECTED LEGAL DECISIONS RELATING TO EDUCATION
By EDWARD C. ELLIOTT.

STATE AND COUNTY EDUCATIONAL REORGANIZATION

THE REVISED CONSTITUTION AND SCHOOL CODE OF THE STATE OF OSCEOLA

BY

ELLWOOD P. CUBBERLEY

PROFESSOR OF EDUCATION, LELAND STANFORD JUNIOR UNIVERSITY

New York

THE MACMILLAN COMPANY

1915

All rights reserved

LB2806
.C8

Copyright, 1914,
By THE MACMILLAN COMPANY.

Set up and electrotyped. Published July, 1914. Reprinted October, 1915.

Norwood Press
J. S. Cushing Co. — Berwick & Smith Co.
Norwood, Mass., U.S.A.

PREFACE

THE revision of the Article on Education of the Constitution and the Revised School Code which follows it, for the hypothetical state of Osceola, which is presented in the following pages, is an expression, in concrete form, of certain fundamental principles relating to the administration of public education in the United States which the author of this Constitution and Code, in collaboration with Professor Edward C. Elliott, of the University of Wisconsin, expects to set forth, a little later, in a book to be entitled *Principles of State and County School Administration.* It was originally intended that this Constitution and Code should form a part of a companion volume of *Sources,* — a volume of illustrative supreme court decisions, laws, extracts from public documents, etc., — but the size of the material here presented made it seem desirable that this be issued as a separate volume, as will also be done in the case of the *Legal Decisions.*

Osceola is, of course, a hypothetical state, supposed to be located somewhere in the upper Mississippi Valley, and to contain a few large manufacturing and commercial cities, a number of smaller cities, and large and important rural and agricultural interests. The state is not supposed to be one of more than average size or wealth, but it is supposed to be one which has recently become clearly conscious of the need and purpose of public education, and to have resolutely set to work to perfect an administrative organization for its schools capable of meeting the educational needs of the future. It has accordingly made education an important state interest in its new constitution, organized a strong and helpful state department of education, and abolished the

district system of school administration for a county-unit system, under which rapid and substantial educational progress may now be made.

To give greater concreteness to the material here presented the supposed comments and explanations of the Constitutional Convention and the subsequent Educational Code Commission are appended as footnotes, and a few illustrative forms are added in an Appendix. The analytical table of contents of the Constitution and Code will display the plan of educational reorganization adopted, while the Index will serve to locate material in the Constitution or the Code.

It cannot be hoped that all of the material here presented will meet with general approval. Some of the features look clearly to the future, and their importance may not at first be recognized. There may also be some important omissions in the Code. Many minor details, contained in present-day School Codes, have been omitted purposely, as unnecessary under the new form of educational organization and administration here presented. In its larger outlines, though, it is felt that this hypothetical Constitution and Code embody the main lines along which we must travel in the future if substantial educational progress is to be made by our American states.

The essential features of this Constitution and Code are a strong and useful state administrative educational organization, possessed of power where power ought to be centralized, but with little power in matters of essentially local concern; the county-unit of school organization and administration, with a business and professional organization capable of securing important educational results; the abolition of the outworn and obstructive district system; the elimination of party politics from the selection of expert educational officers, election to and retention of these positions being based on merit and efficiency; the concentration of authority with and responsibility on these experts, both in the cities

and in the county-districts; the uniting of library and school, and provision for making the schools community centers; the provision for industrial and agricultural education; the pooling of costs on a large scale, with a view to equalizing largely the burdens of maintenance; a perfectly definite yet somewhat complicated scheme for the apportionment of funds, designed to stimulate and reward effort, and to penalize inactivity; large local freedom, so that each local supervisory unit may make independent progress, as it desires, instead of being tied to a uniform state system; a strong state system for the certification of teachers and supervisory officers, calculated to stimulate professional growth, and under which each new certificate means added knowledge and professional insight; a follow-up system which will tend to keep teachers in service professionally alive; what is believed to be good principles governing compulsory attendance; and a clear statement of the relation of state to non-state educational effort.

It is hoped that this Constitution and Code for Osceola may prove useful as a basis for discussion to students of educational administration in colleges and universities, and suggestive of lines of reform to members of Educational Code Commissions and legislatures, and to students of educational administration.

ELLWOOD P. CUBBERLEY.

Stanford University, Cal.,
February 10, 1914.

ANALYTICAL TABLE OF CONTENTS

I. REVISED CONSTITUTION OF OSCEOLA, 1913

Article IX. Education

SECTION		PAGE
1.	Mandate	3
2.	Scope of the system	4
3.	A state school-system	4
4.	Administration of the system	5
5.	Powers and duties of the state board	5
6.	The commissioner of education	7
7.	The state school-fund	8
8.	Taxation for education	9
9.	County educational organization	10
10.	School corporations and taxation	11
11.	Sectarian schools	11
12.	Exemption from taxation	12
13.	Courses of study; text-books	12
14.	Term; extension education	12
15.	The University of Osceola	13

II. REVISED SCHOOL CODE

TITLE I. ADMINISTRATIVE ORGANIZATION

CHAPTER I. STATE EDUCATIONAL ORGANIZATION

Article 1. The State

1.	A state school-system	17
2	Scope of the system	18
3.	Oversight and control	18

Article 2. The State Board of Education

4.	Appointment and term	19
5.	Organization and meetings	19

SECTION PAGE
6. Executive officers 20
7. General powers and duties 20
8. New legislation 24
9. Administration of oaths 24

Article 3. The State Educational Department

10. Organization of the department 24
11. State commissioner of education 25
12. Divisions of the state department 27
(1) Business division 27
(2) Legal division 28
(3) Statistical division 29
(4) Library and extension division 29
(5) Museum and science-extension division . . . 30
(6) Schoolhouse-construction and sanitation division . 30
(7) Child-welfare division 31
(8) Rural- and agricultural-education division . . . 31
(9) Elementary-education division 32
(10) Secondary-education division 32
(11) Special-class-education division 32
(12) Examining, certificating, and pensioning division . 33
(13) Training-of-teachers division 33
(14) Art and music division 34
(15) Industrial- and vocational-education division . . 34
(16) Information and extension division 34
(17) Editorial division 35
13. Publications 35
(1) Monthly circular of information 35
(2) Bulletins 35
(3) Annual Reports 36
(4) The School Code 37

CHAPTER II. COUNTY EDUCATIONAL ORGANIZATION

Article 4. County Boards of Education

14. County the unit of organization 38
15. County boards of education 38
16. Vacancies, and removal from office 39
17. Meetings of county boards 39
18. Powers and duties 39

Article 5. County School Officers

SECTION		PAGE
19.	County superintendents of education	44
20.	Other officers of the board	46
21.	Assistant superintendents and other officers	47
22.	Advisory educational board	47
23.	Superintendent's powers and duties	48
24.	Powers and duties of the secretary	52
25.	Powers and duties of other county educational officers	54

Article 6. County Educational Reorganization

26.	Control of existing school-districts	55
27.	Reorganization commission	55
28.	Survey to be made	56
29.	Powers of the commission	56
30.	Superintendent's approval of plan	57
31.	Penalty for failure	58

CHAPTER III. DISTRICT EDUCATIONAL ORGANIZATION

Article 7. Classification and Management of Districts

32.	Classification of districts	59
33.	County school-districts	59
	Second-class attendance-subdistricts	59
	First-class attendance-subdistricts	59
	Joint subdistricts	60
34.	City school-districts	60
	Second-class city school-districts	61
	First-class city school-districts	61
35.	Existing districts	61
36.	Attendance-subdistrict school officers	62
	Second-class attendance-subdistricts	62
	First-class attendance-subdistricts	62
37.	City boards of education	64
38.	Old boards may continue	64
39.	Creation of city school-districts	65

Article 8. The School Elections

40.	June school elections	67
41.	Notices of elections	67
42.	Nature of election notices	68
43.	Electors and ballots	69
44.	Intent of this article	69

Article 9. Powers and Duties of School Boards

SECTION PAGE

45. In county districts 70
In second-class attendance-subdistricts 70
In first-class attendance-subdistricts 71
46. City school-districts of the second class 72

Article 10. Educational Organization in Cities of the First Class

47. Organization and committees 76
48. Executive officers 76
49. Division of powers and duties 76
50. The superintendent of education 77
51. The business manager 78
52. The superintendent of properties 78
53. The superintendent of school attendance 79
54. General powers and duties of boards 79
55. Combined city and county governments 80

TITLE II. THE SYSTEM OF PUBLIC INSTRUCTION

CHAPTER IV. ELEMENTARY AND SECONDARY INSTRUCTION

Article 11. General Definitions

56. Extent 81
57. Classification of schools 81
58. Intermediate schools 82
59. Basis for classification 82
60. Kindergartens 83
61. Schools for special classes 83
62. Special schools for negroes 83

Article 12. Attendance and Term

63. Age limits 84
64. Exclusion from school 85
65. Time and term 85
66. School holidays 85
67. Definition of months and days 86

Article 13. Instruction

68. Elementary-school instruction 86
69. Intermediate-school instruction 87

SECTION PAGE
70. Secondary-school instruction 88
71. Language of instruction 88

Article 14. Secondary-school Advantages

72. Types of schools in cities 89
73. Secondary-schools in county districts 89
74. Approved secondary-schools 89
75. Reasonable advantages must be provided 90
76. Commissioner to investigate 90
77. Admission to the state university 91

CHAPTER V. VOCATIONAL AND SUPPLEMENTAL EDUCATION

Article 15. Vocational Education

78. Work provided for 92
79. Definitions of work 92
80. Nature of instruction 92
81. County schools of agriculture 93
82. Courses of instruction in 94
83. City industrial and trade schools 94
84. Courses of instruction in 95
85. Approval and certification 95

Article 16. Supplemental Education

86. County libraries 95
87. County librarians 96
88. Central and branch libraries 97
89. School libraries to be included 97
90. Cities may join 98
91. State librarian the head 98
92. State library and museum to coöperate 99

CHAPTER VI. HIGHER AND PROFESSIONAL EDUCATION

Article 17. The University of Osceola

93. Culmination of the state system 100
94. Government of 100
95. Duties and powers of regents 101
96. Support 103
97. Instruction 103

SECTION PAGE

98. Scope of instruction 104
99. State university the standard 105

TITLE III. SUPPORT OF THE SYSTEM

CHAPTER VII. FUNDS AND TAXATION

Article 18. State Aid

100. The state school-fund 106
101. State school-tax 106
102. State board expenses 107
103. Average daily attendance defined 107
104. Local school-funds 107

Article 19. County Taxation

105. County school-tax 108

Article 20. District Taxation

106. Estimating the district tax 109
107. Subdistrict taxes 110
108. Certifying district taxes for levy 110
109. Levy, and tax limits 111
110. Fiscal year 112

CHAPTER VIII. APPORTIONMENT OF FUNDS

Article 21. Basis of Grants

111. State school-fund income 113
112. Apportionment of state school-tax 113
113. Basis of apportionment 114
I. Teacher grants 114
II. Extra school grants 116
III. Library grants 118
IV. Consolidated-school grants 118
V. Attendance grants 118
114. Division of the state apportionment 119
115. Apportionment of the county school-tax 120
116. Apportionment of the state school-fund income . . . 120
117. County treasurer treasurer for all districts 121
118. Use of funds 121
119. County treasurer may anticipate revenue 122
120. Basis of state apportionment 123

TITLE IV. ENVIRONMENT AND EQUIPMENT

CHAPTER IX. SCHOOL BUILDINGS

Article 22. Provision of Schools Required

SECTION PAGE
121. Suitable accommodations required 125
122. Penalty for failure to provide such 125
123. Use of school buildings 126

Article 23. Plans for School Buildings

124. State may provide plans 126
125. Approval of plans 127
126. Plumbing facilities; outbuildings 127
127. Sanitary surveys; condemnation of buildings 128

Article 24. Erection of Buildings; Bonding

128. Letting of contracts 128
129. Building by tax or by bonding 129
130. School-district bonds 129
131. Sale and redemption of bonds 130
132. Acquirement, sale, and title to school property . . . 131
133. State aid for consolidated buildings 131
134. State aid for county schools of agriculture 132

Article 25. Care of Buildings

135. Janitors' certificates 132
136. Insurance of buildings 133

CHAPTER X. HEALTH AND SANITARY CONTROL

Article 26. Health Inspections, and Purpose

137. Health supervision and instruction required 134
138. State certification required 134
139. Purposes of the work 135
140. Clinical child-psychologist 136
141. Examinations of teachers and employees 137

Article 27. Sanitary Control

142. Contagious diseases 137
143. Vaccination required 138
144. Exclusion from school 138
145. General sanitary control 139

CHAPTER XI. TEXT-BOOKS AND SUPPLIES

Article 28. Basis of Supply

SECTION		PAGE
146.	Unit for adoptions	140
147.	State approved lists	140
148.	Books to be furnished free	141
149.	Free school supplies	142

TITLE V. THE TEACHING FORCE

CHAPTER XII. THE TRAINING OF TEACHERS

Article 29. The State Normal Schools

150.	Schools and purpose	143
151.	To whom open	143
152.	The course of instruction	143
153.	Government of each school	144
154.	Powers of boards of trustees	144
155.	Graduates entitled to certificates	145

Article 30. Local Training-schools

156.	County training-classes	146
157.	City normal schools	146

Article 31. The State Teachers College

158.	Location	147
159.	Purpose of the college	147

CHAPTER XIII. THE CERTIFICATION OF TEACHERS

Article 32. Examining and Certificating of Teachers

160.	Teachers' certificates required	148
161.	Certificates in force continued	148
162.	A state system of certificating	149
163.	Commissioner to determine details	149
164.	Interstate comity	150
165.	Number of examinations, and fees	150
166.	Registration of certificates required	151
167.	Success schedules	151
168.	Yearly success-grades	152
169.	Suspension and revocation of certificates	153

Article 33. Forms of Certificates Granted

A. Kindergarten Certificates

SECTION PAGE
170. Basis of granting 154
171. Permanent kindergarten certificate 154

B. Elementary-school Certificates

172. Grades of and requirements for 155
I. Second-grade certificate 155
II. First-grade certificate 156
173. Validity and renewals of 157
174. Permanent elementary-school certificate 158

C. Intermediate-school Certificates

175. Requirements for 159
176. Validity; permanent form 160

D. Secondary-school Certificates

177. Requirements for 161
178. Validity and renewals 162
179. Permanent secondary-school certificates 162

E. Supervisory Certificates

180. Grades and requirements for 163
I. Second-grade certificate 163
II. First-grade certificate 164
181. Validity and renewals 164
182. Permanent supervisory certificates 165

F. Vocational-education Certificates

183. For what work issued 166
184. Regular vocational certificates 166
185. Certificates to state subjects 167
186. Validity of 167
187. Permanent vocational certificates 168
188. Special vocational certificates 168
189. Issue and validity 169

G. Special Certificates

190. To whom issued 169
191. Validity of special certificates 170

SECTION PAGE

192. Health-officer's certificate 171
193. Librarian's certificate 171
194. School janitor's certificate 171

H. Provisional Certificates

195. County superintendents may issue 171

I. City-district Certificates

196. State certificates valid in cities 172
197. City-district professional examinations 172

CHAPTER XIV. APPOINTMENT, TENURE, PAY, AND PENSIONS

Article 34. Appointment and Tenure

198. By whom appointed 173
199. Preliminary appointments 173
200. Indefinite tenure 174
201. Termination of contract 174
202. Causes for dismissal 175
203. Appeal from decisions 175
204. Tenure of superintendents 175

Article 35. Pay of Teachers

205. A merit basis 176

Article 36. Pensions

206. Plan to be provided 176
207. Basis of the pensioning plan 177

CHAPTER XV. TRAINING OF TEACHERS IN SERVICE

Article 37. Reading Circles

208. State reading-circle board 178
209. Work of this board 178
210. Contracts for books 179
211. State syllabus to be issued 179
212. Books to be studied 180
213. Reading-circle examinations 180
214. Success-grades on reading-circle work 180

SECTION PAGE
215. Validation of certificates for teaching 181
216. Exemptions from reading-circle work 181

Article 38. Teachers' Institutes

217. Local teachers' meetings and institutes 182
218. Annual county and city institutes 182
219. State department of education to assist 183
220. State district-institutes 183

TITLE VI. STATE OVERSIGHT AND CONTROL

CHAPTER XVI. THE STATE AND THE CHILD

Article 39. The School Census

221. New census to be taken 185
222. Tabulation of results 186
223. A continuing census 187
224. Maintaining the continuing census 187
225. Teachers and schools must coöperate 188
226. Census board in cities of the first class 189

Article 40. Compulsory Education

227. Age limits, and exemptions 190
228. Attendance at other than public schools 192
229. Duty of person in parental relation 192
230. All schools to report 193
231. Private and parochial schools to coöperate 194
232. Attendance officers to enforce 195
233. Arrest of truants 195
234. Definition of habitual-truant and school-offender 196
235. Parental-home schools 197
236. Commitment to a parental-home school 198
237. Paroled children 200
238. Poor-relief for 200
239. Blind, deaf, and dumb children 201

Article 41. Child Labor

240. When children must not work 202
241. Age-certificates and working-permits 203
242. Papers required for working-permits 204
243. Nature and use of working-permits 205
244. Employers must exhibit permits 205

SECTION PAGE
245. Illiterate minors 206
246. Penalty for not attending 206

Article 42. General Control

247. State board to make regulations 207
248. Commissioner of education may remove attendance officers . 207
249. Disposition of fines 207

Article 43. Education of Defectives and Dependents

250. State and local provisions for 208

CHAPTER XVII. THE STATE AND NON-STATE EFFORT

Article 44. Private and Parochial Schools

251. Public education not exclusive 209
252. Approval of schools for attendance 209
253. Appeal from the decision 210
254. All private and parochial schools to report 211
255. State coöperation with 211
256. Exemption from taxation 212

Article 45. Degree-conferring Institutions

257. State supervision of 212
258. Exemption from taxation of 213

Article 46. Designation and Intent of Act

259. Official title 213
260. Intent of act; repealing clause 213
261. When to take effect 214
262. Initial appropriation 214

APPENDICES

A. Statistics as to the State of Osceola 216
B. Estimated cost for the State Department of Education, as required by Chapter I 218
C. Estimated state grants, as required by Chapter VIII 223
D. County educational reorganization, as required by Chapter II, Article 6, illustrated by Chippewa County 225
E. The new state apportionment plan illustrated by the apportionment sheet for Chippewa County 239
F. Selected success-grades 242
Index to the code 253

21462

REVISED CONSTITUTION

ARTICLE IX

EDUCATION

THE STATE OF OSCEOLA

CONSTITUTION OF 1913

[The following revised constitution is assumed to have been framed and adopted by the people in 1913, and the School Code of 1914, which follows, is based upon it. Comments by the Constitutional Convention and the Code Commission are appended as footnotes to each.

This article is in keeping with the more recent tendencies, and is longer than the equivalent article it displaces. At the same time it is less minutely specific. It embodies in the fundamental law the main outlines of the school system, without the rigidity in details which characterized the former constitution.]

Article IX. Education

Sec. 1. Mandate. — A general diffusion of knowledge, learning, and virtue throughout the state being essential to the preservation of republican institutions and the happiness of mankind, it shall be the duty of the general assembly to encourage, by all suitable means, moral, intellectual, hygienic, scientific, industrial, and agricultural improvement; to aid in the inculcation of the principles of humanity, benevolence, economy, industry, honesty, and sobriety; and to provide by law for a general and a uniform state system of public instruction, wherein tuition shall be free, and which shall provide equal opportunity for all.[1]

[1] The former age limits are hereby repealed, leaving the extent of the system to be determined by the general assembly, and the schools to be open to all who can use them. The clause "equal opportunity for all" supersedes the clause "equally open to all" of the old constitution.

Sec. 2. Scope of the system. — The system of public instruction provided shall include elementary and secondary schools, normal schools, and the state university, and may include such additional schools or forms of public instruction as are enumerated in Sec. 14 of this article, or as may be directed or authorized by the general assembly.[1] In providing by law for the general and uniform system of public instruction required to be established, the general assembly may classify the school corporations or districts of the state on the basis of size or form of organization, and grant different powers and duties to the different classifications; and may also permit school districts to so classify their schools as to separate those who are over-aged, defective, delinquent, or of the negro race, if such classification will, in its judgment, tend to promote better the objects for which the public school system has been established.[2]

Sec. 3. A state school-system. — The school-system of this state is hereby declared to be a state school-system, as opposed to a series of local and independent school-systems, provided by the state in the exercise of its own inherent right of preservation and improvement; and the different county- and city-district school-corporations are to be regarded as separate and distinct corporations from the civil corporations with which they may be wholly or partly coterminous. While the different school-corporations may be given large independent authority by the general assembly, they nevertheless derive their powers from the state,[3] rather than from the county or city, and such powers are capable of altera-

[1] The former minute listing of types of schools is here omitted. The idea has been to enumerate only the continuous ones, leaving to time and the people the broadening of the system established.

[2] This is to prevent rigidity and a uniformity which restricts advance, and also to permit of such segregations as educational interests demand.

[3] This section has been inserted in the new constitution to define clearly the state power.

tion, extension, or revocation by the state. To see that the state purpose in creating a system of public instruction is properly carried out, a state department of education is hereby created.

Sec. 4. Administration of the system. — A state department of education is hereby created,[1] and it is intrusted with the general administration of the system of public instruction to be provided for by law. At the head of this department shall be a state board of education, to be composed of seven citizens, to be appointed by the governor,[2] one each year, and for seven-year terms, except that the first seven appointments shall be classified by the governor as to length of term so as to provide for such future annual appointments. The members shall receive their actual traveling and other necessary expenses, and such honorarium or per diem as shall be determined by the general assembly. The governor shall also appoint to fill any vacancy, and for the unexpired term. This board shall be kept free from political, racial, or sectarian influences, and, in making the appointments, the governor shall be influenced by no other considerations than merit and personal fitness.

Sec. 5. Powers and duties of the state board. — The state board of education shall appoint its own executive officers, assistants, and agents, without restrictions as to residence, and shall fix their terms and compensations, as provided for by law; shall have general oversight and control of, and shall strive constantly to improve, the system of public instruction provided by the state; shall require reports

[1] The idea here is to create a real state department, capable of handling large business in a businesslike manner.

[2] Some at first preferred election by the people, but appointment was finally chosen as more likely to enlist the services of the best citizens of the state. It was desired to secure a board as capable as the university regents or the state public service commission have been. The old *ex-officio* board, composed of state officials, ceases to exist.

from all educational institutions and parts of institutions, supported wholly or in part by the state, and from all public-school corporations in the state, and may require reports from all other institutions, associations, organizations, or corporations engaged in any form of educational work;[1] shall see that the educational laws of the state are properly enforced; shall have power to classify the schools of the state, public and private, and to regulate the conferring of degrees and diplomas; shall have exclusive control of the certification of teachers throughout the state; shall have power to adopt rules and regulations for the sanitary inspection and approval of school buildings, and, in connection with the state board of health, for the physical examination and improvement of school children and school employees; may make rules and regulations, not inconsistent with law, for the government of the schools of the state, or for the direction of its executive officers; shall act as a board of control for the state library and the state museum;[2] shall have general supervision of the educational departments of all charitable, penal, or reformatory institutions maintained by the state;[3] all schools or classes maintained by the state, or by any school district, for the training of teachers for the state;[4] shall prepare and transmit to the general assembly, biennially, a detailed budget covering the needed expenses of the

[1] The purpose of this is not to crowd private or parochial institutions, but to enable the state board of education to know what are the educational resources and activities of this state.

[2] These are essentially educational institutions, and should be under a state department of education, and coördinated closely with other educational efforts.

[3] This is to secure a better coördination of the educational efforts of the state. This is particularly needed in this state, in the case of the reformatory schools and the schools for defectives. Only very incidentally have these institutions been educational in the past.

[4] To secure a coördination of effort and the maintenance of standards. Uniformity is not intended, or necessary.

state department of education, the state normal schools, the state library, the state museum, and such other educational institutions, maintained by the state, as may in the future be placed under its control; shall make an annual report [1] to the governor, which shall be printed and distributed in sufficient quantities to meet the needs of the state; and shall perform such additional duties as may be assigned to it, from time to time, by the general assembly. The state board of education shall have power, and it shall be their duty, to recommend to the general assembly needed or desirable changes in the educational legislation of the state, and to this end may submit to it proposed changes or additions in the form of general recommendations or prepared bills, and, if submitted as bills, such must be referred to the proper committees in both the house of representatives and the senate.

Sec. 6. The Commissioner of Education. — The state board of education shall appoint, as its chief executive officer, a commissioner of education,[2] and fix his compensation, which shall not be diminished during his term of office. The board shall also elect him for such period of time as it may see fit, and he shall not be dismissed during such term except for cause and by the votes of at least five members of the board. He shall act as the chief executive officer of the board, and of the state department of education; shall execute, under direction, all educational policies determined upon by the

[1] Education is not, like the meeting of the general assembly, a biennial affair. Each year of school work is a unit in itself, and the reports for each year should be made when ready. Under the new administration there will be enough to report each year to fill a good-sized volume.

[2] This abolishes the politically-elected superintendent of public instruction and substitutes an appointed commissioner in his place. The position is here placed on the same basis for appointment as is the presidency of the state university, and should be made a position of equal importance, commanding the services of a person of equal quality. If filled properly, it is really a more difficult position to find a suitable person for.

state board of education; and shall interpret, by decisions, the meaning and intent of the School Code, and shall serve as a court of final appeal in controversies arising over any matter coming within the scope of the powers delegated by law to school authorities.[1]

Sec. 7. The state school-fund. — The state school-fund shall consist of all school-section and other lands heretofore or hereafter granted to this state by the national government, for the use of public schools; of the proceeds of the five hundred acres of land, granted to new states; the five per centum of public-land-sales fund; the saline fund; the swamp-land fund; any lands or money hereafter granted by Congress to this state, in payment of old obligations or otherwise, where no specific use for such grant is named by Congress; all lands or estates which may escheat to the state, for want of will or heirs; all property given or bequeathed to the state for education, or where no purpose is specified; all forfeited apportionments from the state school-fund or school-tax; all fines or penalties inflicted on public-school corporations, or on non-state educational agencies, for failure to observe the educational laws of the state; and any appropriations made for the purpose or funds diverted from other sources by the general assembly. This fund shall remain forever inviolate and irreducible, and any losses which may occur in its management must be replaced from income by the state board of education. The management and investment of the fund shall be in the hands of the state board of education, and the general assembly shall have no power to appropriate, borrow, loan, or invest the principal or the income of such

[1] This provides for a quick, cheap, and intelligent decision on all controverted points under the school law, and for an intelligent interpretation of the law, without the necessity of employing a lawyer or undergoing long delay. The commissioner would, of course, not be exempt from the supervision of the courts, if acting beyond the scope of his powers.

fund, under any pretext whatsoever;[1] nor shall the state board of education ever invest any of the principal of the fund in any bonds of this state, or any subdivision of this state, except where such bonds meet the savings-bank requirements of the state,[2] are purchased in the open market or by competitive bidding, and where an adequate provision for their redemption has been made.[3] The income from the fund, including any rentals from unsold lands, together with the state tax or appropriation for schools, shall be apportioned each year to the different school corporations of this state, and in such a manner, to be provided by law, as will tend best to equalize both the burdens and the advantages of education throughout the state.[4]

Sec. 8. Taxation for Education. — The general assembly shall supplement the income from the state school-fund by a general state school-tax, or an appropriation, which shall not be less in amount than twenty dollars for each pupil in average daily attendance in the public elementary and secondary schools of the state the preceding year. If the legislature deems best, the support of secondary and technical

[1] This is to prevent the general assembly from confiscating the school-fund, as has happened in a number of other states, and been attempted from time to time in this.

[2] This removes the old restriction in the investment to state and national bonds, and opens the investment market to any standard security, either within or without the state. In general, bonds of the state are not so good an investment as bonds of some other state, or of a municipality or corporation, as, in case of default, collection is much more difficult.

[3] This is a corollary to the preceding clause. Without this provision and the preceding one, it would be easy to invest the school-fund in state bonds, and then appropriate the fund to pay the bonds at maturity and issue a perpetual "certificate of indebtedness" to the school-fund, thus confiscating the fund. This has been done in a number of states.

[4] This repeals the old requirement for a distribution on school census, and opens the way for a distribution based on the needs of the schools. The one requirement is that the distribution shall be equitable, and shall tend to equalize both the burdens and the advantages of education.

education may be segregated from that for elementary education. A general county school-tax must also be levied in each county, which must not be less in amount than the minimum set for the state school-tax.[1] The general assembly may authorize such other forms of taxation, for educational purposes, and such increases in the minima here stated, as it may from time to time deem wise.

Sec. 9. County educational organization. — The general assembly shall provide for the general election of a county board of education [2] for each county, and for the county-unit of school administration. Each county board of education shall have general supervision and control of the public school system of the county; except that cities, having city boards of education, maintaining a complete elementary and secondary school-system, and employing a city superintendent of schools, are to have separate authority in the matter of supervision, the selection of text-books to be used, the outlining in detail of the courses of instruction, the employment of teachers, supervisors, and other employees, and the determination, under the provisions of law, of the scope of the school-system to be maintained.[3] Each county and each city board of education shall have full power to appoint its own executive officers, supervisors, and assistants, without restrictions as to residence, and shall fix their compensation; shall have general oversight and control of the schools under its jurisdiction, to the extent and in the manner to be provided by law; and

[1] While these rates are materially higher than those previously in force, they are not too high when the enlarged scope of the school-system and the higher salaries provided for are considered.

[2] The unit being smaller here, it was deemed desirable to leave this body to general election, especially as the county superintendent of education is now being taken from the elective column.

[3] That the unit of supervision should be the unit for administration in all matters involving close local adjustment seemed to the convention to be of fundamental importance.

shall determine and certify for levy the necessary additional taxes for education. Each county board of education shall also apportion the proceeds of all state and county school-funds and taxes for schools to the different school-corporations within the county, as provided by law, and to the different schools maintained by the board in such manner as will tend best to equalize the advantages of education throughout the county; shall make an annual report to the state department of education, in such form as may be required; and shall perform such other functions and duties as may be assigned to them, from time to time, by the general assembly.

Sec. 10. School-corporations and taxation. — Each county and city school-corporation, created by the general assembly for the purpose of carrying out the mandate of this constitution, requiring it to provide for a uniform and general system of free public instruction, shall be governed by the laws of the state relating to education, and shall have the right to certify for levy its taxes for educational purposes, within the limits set and as provided for by law, without interference by the authorities of any municipal corporation of which it may be coterminous or may form a part.[1]

Sec. 11. Sectarian schools. — Neither the general assembly nor any county, city, or other public corporation shall ever make any appropriation from any public fund, except for purposes of inspection or examination, or grant any public land in aid of any sectarian or denominational school or college, or any educational institution which is not under the exclusive control of the officers of the public school-system of the state; no sectarian or denominational doctrine shall be taught, or instruction therein permitted, in any public

[1] This section is necessary to insure progress and to prevent councils and boards of supervisors from cutting down the school estimates, without other reasons than a desire to maintain a low tax-rate, or to allow for large expenditures in some other department of government.

school or educational institution of the state; nor shall any religious test or religious qualification ever be required of any person, either as teacher or student, as a condition of admission to or continuance in any public school or educational institution in this state.[1]

Sec. 12. Exemption from taxation. — The general assembly may provide, by general law, for the exemption from taxation of such property as is actually used for educational purposes, of such schools, colleges, universities, free libraries and museums, and other educational institutions, not conducted for profit and engaged in the promotion of learning and virtue in this state; provided, such are open to inspection by the public educational authorities of this state, acting under the direction of and in accordance with the general rules and regulations provided therefor by the state board of education, and further provided that such are approved as at least equal in standard, for the work attempted, with the public educational institutions of similar grade and character.[2]

Sec. 13. Courses of study; text-books. — The general assembly may, from time to time, change or add to the statutory school subjects, and the state board of education may issue suggestive courses and plans, but the arrangement and working out of the courses of instruction, and the selection of all text-books to be used, shall always be left to the different county or city units of supervision. All text-books and necessary school supplies must be furnished free of charge by the county or city school-districts.

Sec. 14. Term; extension education. — The general assembly shall provide whereby at least an eight months'

[1] This section is unchanged from the old constitution.

[2] The convention felt that this was but just, and inserted this new section. It provides exemption only after inspection and approval, and hence will aid and not injure any worthy school.

term of school[1] shall be maintained each year in all of the regular day schools of the state; may require the compulsory attendance of any or all classes of children at some approved school for such period of time as the schools are in session; and shall see that proper provision is made for the care and education of the delinquent, defective, and dependent classes of children. Any school-corporation may provide, or may be required by general law to provide:—kindergartens; schools for the education of delinquent, defective, and dependent children; schools for education in trade, industry, agriculture, or domestic arts; schools for the education of adults; for vacation schools, and for playgrounds for children; for free public libraries and museums; or for such other types of public education or educational institutions as may, in the future, be included by the general assembly as a part of the educational system of the state.[2]

Sec. 15. The University of Osceola. — The University of Osceola shall constitute a public trust, and its organization and government shall be continued in the form and character prescribed by the organic act creating the same, subject only to such legislative control as may be necessary to secure compliance with the terms of its creation and endowment, and the proper investment and security of its funds. It shall be independent of all political, racial, and sectarian influences, and shall be kept free therefrom in the appointment of its regents and faculty, and in the administration of its affairs. No person shall ever be barred from admission to any of the colleges, schools, or departments of the university on account

[1] Under the new taxation and apportionment plans it was felt that the time was ripe to increase the minimum term from six to eight months, and to leave the way open for a further increase to nine months, later on, and for schools all the year round in the large cities.

[2] Like Sec. 2, this leaves the way open for future growth, and for the addition of new types of schools, without the necessity of amending the constitution each time, as has been the case in the past.

of race, sex, or sect. The seminary fund, and the fund for the endowment of a college of agriculture and mechanic arts, shall be kept inviolate, and shall be applied exclusively to the promotion of the objects for which they were given by Congress. These funds shall be invested by the regents in the same kind of securities as are permitted for the state school-fund, and under the same conditions. No permanent fund of any kind belonging to the university may ever be appropriated, borrowed, loaned, or invested by the general assembly.[1] The general assembly may establish such branches or stations of the university, for literary, scientific, technical, agricultural, economic, or extension instruction as may seem desirable, and may discontinue the same when they no longer serve the purpose of their establishment.

[1] This, like Sec. 7, is designed to prevent the confiscation of the funds by the legislature. The less the legislature has to do with school or university funds the safer they are likely to be.

REVISED SCHOOL CODE

STATE OF OSCEOLA

REVISED SCHOOL CODE

[This Revised School Code was drawn up by an officially appointed Educational Code Commission, and was accepted by the legislature substantially as submitted. The explanatory comments of the Code Commission have been retained as footnotes.

It may add to clearness in reading this Code to remember that each county is one school-district, except as cities, under city boards of education, are created within the county. These are then known as city school-districts, as distinct from the county school-districts. All other subdivisions of the county, for attendance and other school purposes, are known as county attendance-subdistricts.]

Laws of 1914, Chap. 101.

AN ACT to amend the School Code, generally.

(In effect, July 1, 1914, except as elsewhere stated.)

The People of the State of Osceola, represented in Senate and House of Representatives, do enact as follows: —

TITLE I. ADMINISTRATIVE ORGANIZATION

CHAPTER I. STATE EDUCATIONAL ORGANIZATION

Article 1. The State

Sec. 1. A state system. — A general and uniform state system [1] of public instruction shall be maintained throughout the state of Osceola, wherein tuition shall be free, and which shall provide equal opportunity for all.

[1] This does not mean narrowing uniformity, but rather uniform in the sense that approximately equal educational advantages are to be provided for all similarly situated communities.

Sec. 2. Scope of the system. — Such system of public instruction shall include elementary, secondary, and university instruction; normal schools for the training of teachers; schools for instruction in trade, industry, agriculture, household economics, and the applied arts; schools for the proper care and training of exceptional, defective, dependent, and delinquent classes;[1] provision for the education of adults, and extension education; public playgrounds, and vacation schools; public free libraries and museums;[2] and such other types of public instruction or educational institutions as may be provided for by general law, or by county or district authority acting under the general powers conferred upon such by Chaps. II or III of this Code.[3]

Sec. 3. Oversight and control. — The supervisory oversight and control of the public school-system of the state hereby provided for shall be intrusted to a state board of education, together with county, city, and subdistrict boards for the counties, cities, and subdistricts, and boards of regents or trustees for such of the special institutions as may be provided for. Such supervisory oversight and control may be exercised by such bodies acting alone, in conjunction with, or through their executive officers,[4] as provided further on in this Code.

[1] The public institutions for such have been changed by the new constitution from charitable to educational institutions. Provision is also made here and elsewhere in this Code for the establishment of such schools by county or city district authority.

[2] It is the intention to include definitely the library as a part of the educational system, and to make the school libraries of the state parts of the general libraries of the counties or cities.

[3] This wide general authority is necessary to meet the changing conditions and needs of our educational system. Chaps. II and III confer large discretionary powers on the educational authorities.

[4] This is intended to provide for the delegation of authority necessary for efficient administration. Further on such delegation is specifically provided for in a number of places.

Article 2. The State Board of Education

Sec. 4. Appointment and term. — At the head of the state department of education created by this act shall be a state board of education,[1] the members of which shall be appointed by the governor, one each year, and for seven-year terms, dating from the first day of July of the year in which the appointment is made;[2] *except* that the first seven appointments shall be classified by the governor, as to the length of terms, so as to provide for such future annual appointments, and members shall take office as soon as appointed. Appointments to fill vacancies shall be for the unexpired terms.[3] In making such appointments the governor is to be influenced only by considerations of merit and fitness for the position, and the appointments shall be made without reference to residence, occupation, party affiliation, religion, race, or sex. The governor may remove any member so appointed for immorality, malfeasance in office, incompetency, or continued neglect of duties.[4]

Sec. 5. Organization and meetings. — The state board of education shall hold a regular meeting each year, at the offices of the state department of education at the capital of the state, on the second Tuesday in August. At this meeting the board shall each year elect one of its own members as

[1] The term state board of school control was preferred by many to state board of education, because it better expresses the functions of such a body, but board of education was finally retained because of its former usage in this state.

[2] This insures the proper expiration of terms, regardless of when the governor makes the appointments. Presumably the governor will appoint before the first day of July, and the new appointee take his seat at the regular July meeting of the board. The terms of the first appointees date from the first day of July, though they are to take office at once, to inaugurate the new work.

[3] This also preserves the proper expiration of terms.

[4] Other causes are likely to be personal or political, and it was not thought desirable to give the governor power to remove for such.

president, and one as vice president. At this meeting also the executive officers of the board shall present to it their annual reports. Other regular meetings of the board shall be held each year, in November, February, and May; additional meetings may be held at such times and places as the board may decide; and special meetings may be held at any time, on call of the president or four other members of the board. Each member shall receive his or her actual traveling and other necessary expenses, connected with attending the meetings, and an honorarium[1] of two hundred dollars a year.

Sec. 6. Executive officers. — The state board of education shall appoint as its chief executive officer a state commissioner of education,[2] who shall be an experienced and competent educator, together with all chiefs of divisions, assistants, and agents, as provided for in Art. 3 of this chapter. In making all such appointments the board shall be free from all restrictions as to residence, party, religion, race, or sex of the persons appointed, and their qualifications, tenure, and compensation shall be as provided by the board itself. The state treasurer shall act as treasurer for the board. The commissioner of education shall have the right to attend any meeting of the state board of education, or any of its committees, except when his own tenure, salary, or the administration of his office are under consideration, with the right to advise on any question under consideration, but with no right to vote.

Sec. 7. General powers and duties. — The general powers and duties of the state board of education shall be: —

[1] This gives a slight return to the members for the time expended, but is not enough to make the appointment seem a political plum. No premium is placed, either, on holding meetings to earn a *per diem*.

[2] The term commissioner of education was chosen in place of the old title of superintendent of public instruction, as being perhaps a little more expressive of the larger functions of the new official, and as following more recent practice in nomenclature.

(1) To have general oversight and control of, and to strive constantly to improve, the system of public education provided by the state. Subject to and in conformity with the constitution and the laws of the state, the state board of education shall exercise legislative functions concerning the educational system of the state, determine its educational policies, and, except as to the judicial functions of the commissioner of education, as described in this chapter, under Sec. 12, subdiv. 2, shall establish rules for carrying into effect the laws and policies of the state relating to education.

(2) To require uniform records and reports, in form to be prescribed by the commissioner of education, from all educational institutions and parts of institutions, supported wholly or in part by the state, and from all public school corporations in the state, and the board may require such reports from all other institutions, associations, organizations, or corporations engaged in educational work.[1] The forms for reporting financial statistics shall follow the standard forms recommended for use by the United States Bureau of Education.

(3) Acting on the recommendation of the commissioner of education, they shall also classify and standardize the schools of the state, both public and private. To delimit the spheres of action of state schools, in cases of unnecessary overlapping or conflict;[2] and to regulate the conferring of degrees and diplomas throughout the state.

(4) To exercise supervisory control over the work and the

[1] The purpose here is to do away with the many forms of reports now in use, and to institute uniform records, methods of accounting and reporting, and a uniform fiscal year. It was felt that it was no hardship for private schools to make similar reports to the state, relating to their educational work, so that the state board of education may each year be able to summarize the educational resources, public and private, of the state. See also Chap. XVII of this Code.

[2] As, for example, between the state normal schools and the state university.

expenditures of the state normal schools, and to determine the standards, not lower than those maintained by the state schools, for the establishment and maintenance of private or city-district normal schools within the state,[1] or training-classes in the county schools of agriculture.

(5) To adopt rules and regulations for the sanitary inspection and approval of school buildings, and, in conjunction with the state board of health, for the physical examination and the health and physical-development work of the schools.

(6) In coöperation with other departments of the state government, and county and local authorities, to see that the rules relating to schools, health, compulsory education, child labor, and child conservation are enforced, and to direct efforts for the conservation of childhood and the improvement of the conditions surrounding child life.

(7) To authorize investigations relating to the educational needs of the state, and means of improving educational conditions; to employ additional expert assistance for such investigations, as needed;[2] and to appoint agents of the board, for special investigations or work.

(8) To adopt rules and regulation, not inconsistent with law, for the conduct of the schools of the state.

(9) To have general supervision of the educational departments of all charitable, penal, or reformatory institutions maintained by the state, with power to make rules and regulations concerning the management of the same.[3]

(10) To act as a board of control for the state library and

[1] The purpose here is to prevent competition through the lowering of standards, the establishment of weak schools, and unnecessary competitive expenditures.

[2] The object here is to open the way for special investigations, as may seem to be needed, and for the employment of experts for such work.

[3] Heretofore there has been no educational supervision of these departments; this duty is introduced here in the hope of providing better educational facilities in what have been, in the past, largely non-educational institutions.

the state museum,[1] and to aid in the establishment of libraries and the extension of the facilities of the state library and the state museum.

(11) To act as a board for the management and investment of the state school-fund, as provided for in Sec. 7, of Art. IX, of the Constitution of Osceola, and title III, Chap. VII, of this School Code.

(12) To transmit to the general assembly, biennially, a detailed budget covering the needed expenses of the state department of education, the state normal schools, the state library, and the state museum.[2]

(13) At the annual meeting in August of each year, to direct the state controller as to the levy of the annual state school-tax, as provided for in Chap. VII of this School Code.

(14) To transmit to the governor each year, and through him to the people of the state, an annual report covering the operation of the different divisions of the state department of education, the work of the normal schools, the work of the educational departments of all charitable, penal, and reformatory institutions, maintained by the state, and the condition, progress, and needs of education throughout the state. Such annual report shall be printed, as expeditiously as may be, and in sufficient quantities for general distribution.[3]

(15) To adopt a seal for the authentication of their official acts.

(16) To perform such other duties and functions as may be

[1] The old separate boards for these two institutions now disappear, and each becomes a part of the state department of education.

[2] The introduction of the principle of a biennial budget was regarded as one of the best features of this scheme. In the annual reports, the state board tells the people of its work and needs; in the biennial budget it presents to the legislature a request for money to carry on the work and to meet the needs.

[3] The report to the general assembly is biennial. Education, however, is an annual affair, and the report to the people of operations should be made each year.

assigned to it, from time to time, by the general assembly, or as may be assigned to it elsewhere in this Revised School Code.

Sec. 8. New legislation. — It shall also be the duty of the state board of education to consider carefully the educational needs of the state, and to recommend to the general assembly such additional legislation, or changes in existing legislation, as it may deem desirable. Such recommendations may be general in form, or in the form of prepared bills. When prepared bills are submitted, such must be laid before the proper committees of both houses, and the commissioner of education and the state board of education be given a hearing on the same, if such be requested.[1]

Sec. 9. Administer oaths. — The state board of education, by its presiding officer; each of its committees, by their chairmen; the commissioner of education; the assistant commissioner of education; each chief of division, assistant chief, or agent; and each executive officer shall have authority to administer oaths and to examine under oath, in any part of the state, witnesses in any matter pertaining to schools, and to cause the examination to be reduced to writing. Any person, who, having been sworn or affirmed by any of the above-mentioned officers to tell the truth, and who wilfully gives false testimony, shall be guilty of perjury.

Article 3. The State Educational Department

Sec. 10. Organization of the department. — A state department of education is hereby created, to be under the direction of the state board of education, as provided for by Art. 2 of this chapter. This department shall include all offices and functions formerly included under the office of superintendent of public instruction; together with the state library and the state museum, which are hereby transferred

[1] This makes the state board a kind of continuing Code Commission, and gives it a definite status in its relations with the legislature.

to the state department of education, as divisions of the new department, and placed under the control of the state board of education; and such other divisions and branches as may be provided for by this Code, by the state board of education as authorized by this Code, or by subsequent legislative enactment.

Sec. 11. State commissioner of education. — As the chief executive officer of the state department of education, there shall be a state commissioner of education, who shall be appointed by and hold office at the pleasure of the state board of education,[1] as provided for by Sec. 6 of this Code, and who shall be charged with the following powers and duties: —

(1) He shall act as the chief executive officer of the state system of public instruction, and of the state board of education, and as such shall see to the enforcement of all laws relating to the school-system of the state, and all rules and regulations, made in conformity to law, by the state board of education.

(2) He shall have power and it shall be his duty to cause to be instituted such proceedings or processes as may be necessary to properly enforce and give effect to any provision in this Code, or any other general or special law pertaining to the school-system of the state or any part thereof, or any rule or direction of the state board of education, made in conformity with their powers and duties.[2]

(3) He shall execute, under direction of the board, and in person or through subordinates, all educational policies determined upon by the state board of education.[3]

[1] Sec. 6 gives the state board of education freedom from all restrictions, in making the appointment, relating to residence, term of office, or salary. So long as they conduct the department within the appropriations made by the general assembly, they may act freely.

[2] This provision is occasionally necessary to secure the proper enforcement of the laws in certain communities.

[3] It is the intent here that the state board, representing the lay interest,

(4) He shall have, acting under such general rules and regulations as the state board of education may provide, the general supervision of the different divisions and offices of the state department of education, and shall decide all conflicts of authority; shall be responsible for the proper administration of the department of education; and shall see that all work assigned is properly performed, and that all reports are properly made.

(5) He shall recommend to the state board of education for appointment an assistant commissioner of education, to perform such duties as he may assign to him, and to represent him in his absence or in the state; and also the chiefs for each division of the state department of education,[1] and such assistant chiefs and state agents as may be authorized by the state board of education, or by the law. He may also recommend their dismissal, for cause. The state board of education shall make rules for the appointment of all other assistance within the department.

(6) For dishonesty, or for wilful disobedience of law, he may remove from office any member of any county or city board of education in this state.

(7) He shall prescribe the methods and the standards, subject to the provisions of title V of this Code, for the certification of teachers within the state, and for the acceptance of degrees, diplomas, and experience from without the state.

(8) He shall call and direct an annual conference of the county and city superintendents of education, called to meet for three days at the offices of the state department of education, for the consideration of matters relating to the condi-

shall hear and determine questions of policy and the expenditure of funds, but that, once decided, the execution of the policy shall rest with the executive officers, the board being chiefly a legislative body.

[1] The chiefs of divisions in the state department of education are analogous to the heads of departments in a university, and should be recommended for appointment by the superintendent.

tions, needs, and the improvement of the educational system of the state.[1]

(9) He shall have such other powers and shall carry out such other duties as may be directed elsewhere in this Code, or as may be intrusted to him, from time to time, by the general assembly or by the state board of education.[2]

Sec. 12. Divisions of the department. The state department of education is hereby organized into the following divisions, at the head of which shall be a division chief, to be appointed by the state board of education, on the recommendation of the commissioner of education. The state board may create other divisions, from time to time, within the limits of their appropriations for maintenance. The functions and duties of the departments hereby created shall include the following: —

(1) *The business division.* — The chief of this division shall be known as the secretary and business manager for the department. He shall hold office at the pleasure of the board, and shall give bonds for the faithful performance of his duties. He shall act as the secretary of the state board of education;[3] shall be responsible for the safe keeping of all books, records, and papers of the board; shall make all purchases, approve all bills, and draw all warrants for services or materials; shall

[1] The annual convention for a week, meeting anywhere in the state, and managed as to program by a committee of the superintendents, was largely a junket, and seldom did any serious educational work. It is the intent of this provision to provide for shorter meetings, at the state department offices, and under conditions much more likely to secure educational results commensurate with the expense involved.

[2] Other duties are assigned to the state superintendent of education in other parts of this Code, such as the apportionment of funds (Title III), control of certification (Title V), etc., but it was not thought necessary to repeat all such here.

[3] The purpose is to free the commissioner from all purely clerical functions, and a new office and official is created to attend to the clerical and financial work.

apportion the school funds, as directed by law; shall keep an exhibit of the same, as directed by the state board; may appoint and dismiss all assistants in his office; and shall perform such other duties as may be assigned to him, from time to time, by the state board of education, or the commissioner of education.[1]

(2) *The legal division.* — This division shall edit and print the School Code, and annotate it from decisions of the state commissioner of education; advise district, county, and state educational officers as to the meaning and intent of this Code, and methods of precedure under it; and advise the commissioner of education on all cases taken before him on appeal from the decisions of the county superintendents of education. The commissioner of education, in his decision, shall have power to interpret the meaning and intent of this Revised School Code; to decide controversies arising over any matter coming within the scope of the powers delegated by law to school authorities; to determine whether an appeal to him shall stay proceedings, and to prescribe the conditions under which it shall or shall not operate; and to make orders, directing the levying of taxes or otherwise, which may, in his judgment, be proper and necessary to give effect to his decision. He may also decline to receive an appeal from the decision of a county superintendent, if it appears that the appellant has no interest in the matter appealed, that the matter is not a matter of public concern, or that the person appealing is not competent to appeal. The legal division shall properly file all papers in appeal cases, including the commissioner's decision; and copies of all such, authenticated by him under

[1] While it is the intent that this office and officer should be largely independent, attending to the clerical, business, and financial affairs of the department, as distinct from the educational affairs, still, to preserve proper harmony and insure effective service, it was deemed necessary that the office should be clearly subordinate to that of the commissioner of education.

the seal of his office, shall be evidence equally with the originals. The decisions of the commissioner shall be numbered and dated, and printed in such quantities as may be needed. The decisions of the commissioner of education shall be final in matters in which he is given power to decide.[1]

(3) *The statistical division.* — This division,[2] subject to the approval of the commissioner of education, shall prescribe the blanks, forms, registers, and regulations for making all statistical reports to county and state school officers; shall prescribe a uniform system of bookkeeping, to be used by all school-districts of each class, and the uniform fiscal year[3] provided for in Sec. 110; shall attend to the gathering of all statistical data; shall tabulate, interpret, and edit the same;[4] and shall supply the United States Commissioner of Education with any statistical information available. The statistical portions of the annual reports shall be prepared by this division, and as directed by this Code or by the state board of education.[5]

(4) *Library and library-extension division.* — The state library, transferred by the constitution to the jurisdiction of the state board of education, together with its branches and schools, shall constitute this division, and the state librarian and his associates and assistants are hereby continued in

[1] The whole intent here is to provide a simple, inexpensive, and expeditious method of interpreting the School Code and settling disputes under it, and by parties who understand the intent and spirit of the law. The printed decisions and annotated School Code will also, in time, establish interpretations and precedents which will prevent many controversies.

[2] This division, virtually in existence before, now centralizes the statistical work, and prepares the way for the appointment of a chief who shall be an expert statistician, and who will develop a corps of trained workers under him.

[3] This uniformity in reports and fiscal year is much needed. Comparisons with any accuracy have been heretofore impossible.

[4] This should provide for an intelligent and comparative editing of all statistical data.

[5] See Sec. 13 of this chapter.

office, until the state board of education shall otherwise direct. This division shall include the state library proper, the library school, the state historical division, and the traveling-library division, all of which shall now be organized as subdivisions in this new division. In addition, a new subdivision, to be known as the library-extension bureau, shall be organized to direct the work of organizing county libraries [1] and extending, directing, and improving their work.

(5) *The museum and science-extension division.* — The state museum, transferred by the constitution to the jurisdiction of the state board of education, shall constitute this division, and the curator and his assistants are hereby continued in office, until the state board of education shall otherwise direct. In addition to the present work of preserving the scientific collections of the state, a new subdivision, to be known as the science-extension subdivision, shall be organized, the purpose of which shall be to prepare duplicate collections, lantern slides, pictures, and specimens, and to supervise the loaning of such to schools, institutions, organizations, or responsible individuals, with a view to improving the instruction in geography, history, science, and kindred subjects,[2] and to advancing the education of the citizens of the state.

(6) *Schoolhouse-construction and sanitation division.* — This division shall study the needs and suggest plans for improving schoolhouse construction, sanitation, and architecture, for all kinds of schools, and issue information concerning such. This division shall also prepare duplicate sets of approved plans and specifications for schoolhouses and county libraries, of various types, which may be loaned, free of charge, to county

[1] The movement for county libraries, already begun, and further provided for in Title II, Chap. V, of this Revised School Code, aims to make the county the unit for library work, with all branches as parts of the county library.

[2] The state museum has already begun this work, but has been entirely unable to meet the state demands because of lack of assistance and funds. It is now proposed to put this work on a sound educational and financial basis.

or city school-districts desiring to use them.[1] This division shall also assist county or city school-district authorities in making sanitary surveys of existing school buildings and grounds; and shall approve all plans for new school buildings, as provided for in Sec. 125 of this Code.

(7) *The child-welfare division.*— This division shall study the health, nutrition, physical defects, and abnormalities of children; conduct health and child-welfare surveys; stimulate and guide the work in health supervision in the schools of the state; investigate child-labor and juvenile delinquency; study and assist in developing instruction in physical training and playground work; study retardation in the schools, and its causes; study the hygiene of instruction, and direct work in preventive mental hygiene; and disseminate proper ideas as to the care, nurture, training, and instruction of the children of the state. For this work this division may be organized into such subdivisions as the state board of education may direct.[2]

(8) *Rural- and agricultural-education division.* — This division shall study the needs, costs, and means of improvement of the rural and small-town schools of the state; assist in county-reorganization surveys [3] and in the establishment of consolidated schools; aid in the extension of instruction in agriculture, household economics, and such forms of industrial work [4] as are adapted to rural and village needs; devise ways and means for extending educational and social advantages to the rural sections and small villages of the state; assist county educational authorities in reorganizing and redirecting their rural and village schools; and shall publish the results

[1] By such a plan the cost of this bureau can be saved many times over.

[2] This division, new to Osceola, will undoubtedly develop in time into one of the most important divisions of the state department of education.

[3] See Chap. II, Art. 6.

[4] For definitions as to what these subjects include, see Sec. 79.

in such manner as will best serve the ends for which the division is maintained.[1]

(9) *Elementary-education division.* — This division shall study the administration, instruction problems, and needs of the kindergartens, and the day and evening elementary and intermediate schools of the state; and assist communities in conducting surveys of the work and needs of their schools, with a view to improving the administration and instruction in them.

(10) *Secondary-education division.* — This division shall study the administration, curricula, problems, and needs of the day and evening secondary schools of the state; shall classify the schools as to standards maintained; shall suggest means of improving instruction and administration in them; shall examine and classify the higher schools of the state, with reference to the character of their work, and approve, for recommendation to the University, as provided for by Sec. 74 of this Code, those meeting the proper standard; and shall study means for a closer articulation of both secondary schools and colleges on the one hand, and secondary schools and elementary schools on the other.

11. *Special-class-education division.* — This division shall study the forms of education provided for the deaf and dumb, the blind, the feeble-minded and the mentally defective, the truant and the incorrigible, and the dependent; shall supervise the instruction of such in the penal, reformatory, and charitable institutions of this state; shall examine and approve, for any state-aid grants, all classes of such children in the public day and evening schools of the state; and shall study the forms of instruction provided, and the administra-

[1] Publication and advice are intended to be the chief work of this division, and of the two divisions following. It was not felt to be desirable that the state department should have much power to compel, except in so far as is necessary to secure compliance with the educational laws of the state.

tion of such instruction, with a view to suggesting improvements in both.[1]

(12) *The examining, certificating, and pensioning division.* — This division shall examine all candidates for all forms of teachers' certificates, granted on examination within the state,[2] and shall issue all forms of teachers' certificates; shall keep a registry of all teachers granted certificates of any kind within the state, either on examination or credentials; and shall have charge of the administration of the state pension laws for teachers, as provided for by Title V, Chap. XIV of this Code.

13. *Training of teachers division.* — This division shall examine and may suggest improvements in the training-courses for secondary teachers maintained by the University of Osceola, the training courses for elementary teachers maintained by the normal schools of the state, the county training-classes for elementary teachers maintained in the county schools of agriculture, and the normal schools maintained by cities of the first class; shall standardize and accredit colleges, normal schools, and training classes in other states, in so far as interstate recognition of teachers' training is concerned, in terms of the standards required in Osceola; shall standardize and accredit teachers' certificates and diplomas from other states, in terms of the requirements for certification in Osceola;[3] shall assist in and help to improve the

[1] With the taking over of this work by the state department of education, from the politically controlled state institutions, and the establishment of subsidies and grants to cities (see Chap. VIII) for such work, it was thought desirable that a state division be created to take charge of the work.

[2] With the adoption of this new Code, the state will pass from a series of county certificating systems to a uniform state system, with uniform and higher standards for the entire state as well as a number of new forms of certificates. (See Chap. XIII.)

[3] With the establishment of a broad and liberal policy of interstate recognition of certificates and diplomas by the state, a central accrediting authority is a necessity. While creating this the commission felt it wise to create a division which would also tend to stimulate and standardize the training of teachers

teachers' institutes, conducted by the county and city superintendents of education in the different counties and cities of the state; and shall help to guide and direct the different courses in the teachers' reading-circles of the state.

(14) *Art and music division.* — This division shall study the methods of instruction, the needs, and the possibilities of improving the instruction in pure and applied art and in music, with a view to improving the artistic tastes of the people in general, better preparing young people and workers for the applied-art needs of the industries and the vocations, and improving the musical tastes and appreciation of the people of this state, through the improvement of the instruction in these subjects in the public day and evening schools, special schools, normal schools, and colleges of this state.[1]

(15) *Industrial- and vocational-education division.* — This division shall study the commercial and industrial needs and the vocational opportunities of the state; shall assist communities in making commercial, industrial, and vocational surveys; shall advise with reference to the establishment of vocational schools and courses; shall prepare and publish bulletins relating to vocational opportunities and demands; and shall study conditions, both within and without the state, with a view to improving the commercial and industrial resources of the state, and better preparing young people for the vocations.

(16) *Information and extension division.* — This division shall attend to the general distribution of all printed documents and reports of the state department of education; shall act as a bureau of information for answering the inquiries of teachers, citizens, and parents; and shall organize and

within the state, but without much power to compel, and to assist in the conduct of teachers' institutes and in the direction of the reading-circles for the state.

[1] This division was felt by the commission to be of much future importance; as one likely to do much to give tone and character to the future state.

conduct an extension bureau, to supply lectures and advisors on educational topics to the different communities, clubs, and school boards throughout the state, drawing for this purpose on the experts attached to the different divisions of the state department of education, such experts being designated for the service by the commissioner of education.[1]

(17) *Editorial division.* — This division shall attend to the editing, illustrating, and printing of all circulars, bulletins, and reports prepared by the different divisions of the state department of education, as approved and directed by the state board of education or by the commissioner of education, and within the limits of the annual appropriations for printing.[2]

Sec. 13. Publications. — It is the intent of this article that the state department of education shall exert its largest influence through study and the publication of results rather than through compulsion, and that one of its important functions shall be to aid and inform and emphasize what is best. To this end three series of publications shall be provided for, as follows: —

(1) A *monthly circular of information*, to contain such outlines and descriptions of the work of the state department of education, and such general information, notices, and directions as the state commissioner of education shall direct.

(2) A series of *bulletins*, to be issued as frequently as need be, to contain collected information on some one subject, the results of studies made by the different divisions of the state department, or studies made by special experts employed

[1] It is desired here to create a division which shall be able to advise and assist individuals, organizations, or communities with reference to educational matters, as the agricultural colleges now advise farmers and communities with reference to crops, cattle, soils, and agricultural procedure. The lecture service ought, with time, to become very important.

[2] See Sec. 13 of this chapter for a fuller outline of the work of this division.

for special work, as the commissioner of education may approve, and to be printed in such quantities as will meet the reasonable demands for the information contained in each.

(3) *Annual reports*, to be prepared and printed each year, as expeditiously as may be, and in such quantities as will meet the reasonable demands for such reports. Each annual report shall contain the following information: —

(*a*) A brief statement by the state board of education of its activities, and of the conditions, progress, and important needs of the school system of the state.

(*b*) A brief statement of the activities of the different divisions of the state department of education, results accomplished, and lines of future development, by the commissioner of education.

(*c*) A narrative interpretation, with illustrative summaries and comparative tables, of the statistical returns for the year, with comparisons showing both growth and development, and retrogression and needs, by the commissioner of education.

(*d*) A brief statement of the more important needs of the school system of the state, by the commissioner of education.

(*e*) Brief statements as to work, accomplishments, and problems, by the chiefs of each division of the state department of education.

(*f*) A concise statement of the work and condition of the normal and county training-schools of the state.

(*g*) A concise statement of the work and condition of the educational departments of the different state charitable, penal, and reformatory institutions.

(*h*) A statement, properly audited, showing the expenditures of the state department of education, by divisions, during the year, by the secretary of the state board of education.

(*i*) A concise statement, showing the condition of the principal and income-account of the state school-fund, and any other permanent funds under the control of the state board of education, and of the seminary fund and the land-grant college fund, by the treasurer of the state board of education.

(*j*) The detailed statistical returns from the counties and cities of the state, showing the condition of the school-system as to census, enrollment, attendance, terms, receipts, disbursements, costs, and such other items as the state board of education may direct.

(4) *The School Code of the state.* — This is to be published, from time to time, as needed and directed by the state board of education, and each revision shall be annotated so as to give the summary of any decisions or rulings made by the commissioner of education which will serve to make clearer the meaning and intent of any section of this Code, or other law relating to education.

All publications of the state department of education shall be distributed, free of charge, as the state board of education or the commissioner of education may direct.

CHAPTER II. COUNTY EDUCATIONAL ORGANIZATION

Article 4. County Boards of Education

Sec. 14. County the unit of organization. — The county shall be the unit for educational organization in this state,[1] and each county board of education, as provided for in Sec. 15 of this Revised School Code, and subject always to the powers granted to city school-districts and to subdistricts in Chap. III of this Code, shall have supervisory oversight and control of all public schools and libraries established within the county.

Sec. 15. County boards of education. — For the management of the educational affairs of each county a county board of education[2] shall be elected by the qualified electors of each county, residing outside of city school-districts, at an election to be held each year on the second Saturday in June, as provided for in Art. 8 of Chap. III. The first election under this section shall be held in June, 1914. Each county board of education shall consist of five citizens, to be elected from the county at large,[3] and for five-year terms;

[1] The county now becomes the unit, instead of the district, but with certain powers granted to city-district and subdistrict authorities. These increase as the subdistrict and district increase in size.

[2] The old county board of education was composed almost entirely of school men, and performed educational functions largely. This body is to be a lay and business body, performing educational functions only on proper advice. The board now becomes one analogous to a city board of education, with similar powers and duties.

[3] Election from the county at large, instead of by districts, was selected, after some debate, as much more likely to secure the kind of citizens needed to inaugurate properly the new form of educational administration.

except that, at the first elections under this act, to secure a proper classification of terms, the members to be elected shall be classified on the ballots so as to secure a proper expiration of terms.

Sec. 16. Vacancies and removal from office. — Any vacancy which may occur in the membership of any county board of education, for any cause, shall be filled by appointment by the board itself, the person so appointed to hold office until the close of the fiscal year. At the June school elections, provided for by Art. 8 of Chap. III of this Code, a member shall be elected to fill any unexpired term, in addition to the filling of any regular vacancy. All new members elected shall qualify and take office at the regular July meeting of the county board.

Sec. 17. Meetings of county boards. — The regular annual meeting of the county boards of education shall be held on the second Friday in July. At this meeting new members elected shall take office; a president shall be elected for the ensuing year by the board, from among its own membership; and the executive officers of the board shall make their annual reports. Other regular meetings shall be held on the second Friday of each month, and special meetings may be called by the president, or by three other members of the board. Each member of a county board of education shall be paid his necessary traveling expenses, and an honorarium of one hundred dollars per year.[1] Failure to attend three regular meetings in succession, unless excused on account of sickness, shall work a forfeiture of the office.

Sec. 18. Powers and duties. — Each county board of education, subject always to the limitations of this Code relative to the powers of city school-districts and county sub-

[1] The object of this is to prevent too frequent meetings, and, in consequence, too much interference with the work of the executive officers. This board should remain a legislative body, leaving the executive work to its executive officers.

districts, and acting either as a board or through its executive officers, shall have the following powers and duties: —

(1) To adopt rules and regulations, not inconsistent with law or the rules and regulations of the state board of education, for the regulation and government of the schools of the county.[1]

(2) To adopt a seal for their official use.

(3) To appoint their executive officers, as provided for under Art. 5 of this chapter.

(4) To see that the laws relating to education, and the rules and regulations of the state board of education, are enforced within their jurisdiction.

(5) In the name of the county board of education of (name of county) to possess corporate powers; to sue and to be sued; to acquire, hold, lease, and sell real and personal property; to receive bequests and donations; and to perform other corporate acts for educational purposes.[2]

(6) To locate and maintain schools, as needed within the county; to close schools and arrange for the transportation of pupils to other schools, whenever, in their judgment, such transportation of pupils is advisable;[3] and, within three years from the time this Revised School Code takes effect, to arrange for a reorganization of the schools of the county, as provided for by Art. 6 of this chapter. After such reorganization has been accomplished, to establish, relocate, or consolidate schools, as the changing needs of the future may seem to require, and provide transportation, as necessary.

(7) To cause to be kept an accurate account of all their official acts, proceedings, and decisions; and of all statistical and financial matters relating to the schools of the county,

[1] As a city board of education would do for the government of a city school system.

[2] Only county and city boards now have corporate powers, all subdistricts being without such. This reduces each county to one corporate county board and the corporate boards for such cities as may exist within the county.

[3] Just as a city school board would do, as the school population shifts.

and according to such forms as the commissioner of education for the state may prescribe; and to have transmitted to the state department of education such information relating to the finances, condition, and progress of the schools of the county as may be requested.

(8) To assume and hold title to all school property [1] in the county, not under the control of city school-districts; and to pass title to the same to second-class city school-districts, when such have been properly organized,[2] under the provisions of Sec. 39 of this Code.

(9) To insure, purchase, lease, rent, or sell school sites and school buildings within its jurisdiction; to build, repair, and improve the same, or approve contracts for so doing, when the plans have been approved as provided for in Sec. 125 of this Code; and to condemn, under the laws providing for the condemnation of property for state purposes, any property needed for educational purposes.

(10) To authorize all extensions and additions to the work of public instruction, within their jurisdiction, and to direct the establishment of such new schools or types of schools as may be authorized or directed elsewhere in this Code.

(11) To act as a board of control for any county high schools, county vocational schools, county truant schools, county agricultural schools, county training schools, county libraries, or county museums which may be established; to make rules and regulations for the control of such, not inconsistent with law or with the rules and regulations of the state board of education; and, on nomination of the county superintendent of education, to appoint all principals, teachers, and other employees for such.

[1] Just as a city school board holds title to all school property within the city school-district.

[2] When city school-districts are created and organized, they should be given the title, control, and upkeep of their school property.

(12) To appoint, on the nomination of the county superintendent of education, all principals and teachers for all schools in the subdistricts within the county, and to fix and pay them their salaries; to contract for all supplies, books, and apparatus needed by the schools under their jurisdiction; to establish separate subdistricts for the colored race, as may be needed; and to maintain all schools of the same classification in the county, under their jurisdiction, for an equal length of time, and with as nearly equal school facilities as is possible.[1]

(13) To appoint school directors for second-class attendance-subdistricts, and, in case the residents fail to elect, for all first-class attendance-subdistricts as well.

(14) To provide for the taking of a detailed census of all children in the county, outside of city school-districts, as provided for in Chap. XVI, Art. 40, of this Code.

(15) To provide for health supervision and instruction, as required by Chap. X of this Code.

(16) On the recommendation of the advisory educational board, provided for in Sec. 22 of this article, to approve of courses of study and text-books for the elementary and secondary schools of all subdistricts of the county; and, on the recommendation of the principal of the school and the county superintendent of education, to approve of courses of instruction and text-books for all special-type county schools maintained.[2]

(17) To direct the secretary of the board to contract for and purchase, and supply free of cost, and as recommended by the county superintendent of education, all regular and supplemental text-books and school supplies needed by the schools under their jurisdiction.

[1] Just as city school boards provide for an equal length of term and approximately equal educational advantages for all schools in the city school-district.

[2] This is an educational function, and here the board should act only on the recommendation of its educational officers. Courses of instruction and text-books are to be selected by the units of supervision.

(18) To administer the relief funds, as provided for in Chap. XVI, for needy children in the subdistricts, acting on the recommendation of the county attendance-officer.

(19) In conjunction with county boards of education in an adjoining county or counties, to assist in the maintenance of such joint attendance-subdistricts as may be needed, and as provided for under Chap. III.

(20) To determine the annual budget for schools, library work, and other educational undertakings within the county and under their control, as provided for in Chap. VII; to certify the county school-tax, and all special school-taxes for all districts and subdistricts, to the county board of supervisors for levy; and to determine the appropriations for different educational purposes and schools under their control.[1]

(21) To receive all financial and statistical reports from the city school-districts, and to cause to be prepared an accurate annual financial and statistical report, in such form as the state commissioner of education may direct, and to require that the same be transmitted to the state department of education by or before the fifteenth day of July of each year.

(22) To cause to be prepared and printed, in sufficient quantities to meet the reasonable demand for such, an annual report, addressed to the people of the county, and covering the condition, progress, and needs of the schools; recent results accomplished; the work of special schools maintained; and condensed statistical and financial statements, with such interpretations of the same as may seem desirable.[2] When printed, in addition to such general distribution as may seem

[1] Just as a city school board does. This provides for definite appropriations for definite objects, with an extra contingent fund, and for county oversight of all tax levies for schools.

[2] This should be the chief means by which the county board of education explains its work and educates the people of the county to support it in its educational efforts.

wise, one copy of this report must be sent to each library of whatever kind in the county; one copy sent to each county board of education in the state; twenty-five copies sent to the state department of education; and three copies to the United States Commissioner of Education.

(23) To perform such other duties as may be directed elsewhere in this Code, or by subsequent acts of the general assembly; and to perform all acts reasonable and necessary for the advancement of the educational interests of the county, the general diffusion of knowledge among the people, and the promotion of the welfare of the child.

Article 5. County School Officers

Sec. 19. County superintendents of education. — There shall be a county superintendent of education in each county in this state, who shall act as the chief executive officer of the county board of education. All county superintendents of schools holding office at the time of the passage of this act shall become the new county superintendents of education, and shall continue to serve for the remainder of the term for which they were elected, and may, on vote of the county board, be continued in office until the end of the fiscal [1] year 1914–1915; and thereafter each county board of education shall appoint their successors in office. All appointments to fill vacancies, whether caused by the expiration of terms or otherwise, shall be for four-year terms.[2] In making all

[1] The terms of office of the present county superintendents of schools end on Dec. 31, 1914. This continues them in office until then, giving them a chance to help start the new system, and also giving the county boards a chance to find out whether they desire to continue them as the new county superintendents of education, for the four-year term.

[2] The object of this provision was not only to provide for a four-year term, but also to provide, gradually, for the expiration of the terms at different times in different counties, so that every county superintendency in the state shall not become vacant at the same time. This will insure a better choice, and

appointments to the office of county superintendent of education, each county board of education shall be free from all restrictions as to residence, party, religion, race, or sex of the person appointed,[1] and shall determine the qualifications and compensation [2] of the appointee; *except*, that the compensation of any superintendent shall not be diminished during his term of office, and that, after July 1, 1917, all appointees must hold some grade of supervisory certificate, or have credentials entitling them to such, as provided for in Chap. XIII of this Code. County superintendents of education shall perform such duties and possess such powers as are specified elsewhere in this chapter and in this Code, or as may be assigned to them by county boards of education; and shall have the right to attend all meetings of the county board of education, or committees thereof, except when their own tenure, salary, or administration are under consideration, and with the right to advise upon any question under consideration, but with no right to vote.[3] Any county board of education may dismiss the county superintendent of education at any time, by a four-fifths vote, for incompetency, immorality, insubordination, or wilful neglect of duty, and appoint his successor, though all superintendents so dismissed may

more competition between counties for the best men. Some members of the commission wanted to divide the counties into four groups, and provide that at the first election one-fourth should be elected for one-year, one-fourth for two-year, one-fourth for three-year, and one-fourth for four-year terms, and thereafter all for four-year terms, so as to insure a better distribution of the time when the terms of office of the county superintendents expire.

[1] It was desired here to give the board as large liberty as city boards now have in the selection of a city superintendent or a high school principal, and to eliminate all extraneous considerations.

[2] This provision frees the county boards from a uniform salary schedule, and enables them to compete for the services of good men.

[3] This insures the superintendent a legal opportunity to be heard on educational matters; his good sense must dictate how much he is to use this right.

appeal to the state commissioner of education for a review of the findings, and his decision shall be final.

Sec. 20. Other officers of the board. — Each county board of education shall also appoint a secretary, who shall give bonds for the faithful performance of his duty, and who shall be under the direction of the county superintendent of education. He shall have charge of the clerical, statistical, and financial work of the county educational office, and his qualifications, term,[1] compensation, and bonds[2] shall be fixed by the county board of education. Whenever county libraries, as provided for in Chap. V, shall have been organized in any county, the county board of education for such county shall also appoint a competent county librarian, who shall have charge and control of the county library and its branches.[3] County boards of education shall also appoint a county attendance-officer, on the recommendation of the county superintendent of education, to supervise the taking of the school census, to look after the enforcement of the compulsory education and child-labor laws, and to help in administering the poor-relief funds provided for in Chap. XVI; and may also appoint a county school-health-officer, to supervise the health work and physical training in the schools, as provided for in Chap. X of this Code. The county treasurer shall act as treasurer for all school-districts and subdistricts in the county, and shall pay out all funds on the orders of the proper

[1] This office being somewhat confidential in its nature, and requiring intelligence, accuracy, and honesty, it was not thought desirable to fix any term.

[2] As the work will naturally vary much from small counties where the person will be little more than a secretary for the board and superintendent, to large counties where a large business office will need to be organized and a good business head employed, the fixing of the compensation and bonds was also left to the county board.

[3] The state library now being under the state department of education, county libraries are now placed under the county educational system, and the county librarian is made an appointee of the county board of education. All school libraries now become a part of the county library system.

district authorities, and when approved by the secretary of the county board of education.[1]

Sec. 21. Assistant superintendents and other appointees. — Each county board of education shall also appoint, on the recommendation of the county superintendent of education, such assistant county superintendents of education, supervisors of special subjects of instruction, and other officials, clerks, stenographers, and assistants, and fix their terms and compensations, as the educational and business needs of the school department of the county may seem to require; *provided however*, that in all counties having over thirty teachers working in schools where there is not a supervising principal, with at least three hours each day free from instruction for the purposes of supervision, city school-districts excepted, an assistant superintendent of education must be appointed for each additional thirty such teachers, or fraction thereof of fifteen or more.[2] The county superintendent of education, with the approval of the county board of education, shall assign all such assistant superintendents to districts, or to special forms of supervision.

Sec. 22. Advisory educational board. — In all counties where the county superintendent of education and the assistant county superintendents of education together shall equal five or more, such shall constitute the advisory edu-

[1] All funds now remain in the county treasury, and all school warrants are now to be approved before payment by the secretary of the county board. This centralizes and systematizes all financial matters. The old plan of district treasurers and district funds was both a waste and a nuisance, and led to endless confusion.

[2] This leaves each county board free to provide such clerical assistance as the business needs of the county may seem to require, and eliminates the constant quarreling with the supervisors to get enough clerical help to carry on the business of the office. Similarly, each board is free to employ supervisors of music, drawing, agriculture, primary work, etc., as they see fit, the only requirement being that of assistant superintendents in proportion as the number of teachers increases.

cational board for the county; and in counties where the combined number shall be less than five, the county board of education shall appoint, from among the teachers, principals, or special supervisors of schools within the county, a sufficient number of such to make, together with the superintendents mentioned above, a board of five. All teachers, principals, or supervisors so appointed shall be paid their necessary traveling expenses in attending meetings of the board. This advisory educational board shall meet, at the call of the county superintendent of education, to consider such matters as he may lay before it, and shall be competent to advise the county board of education as to the adoption of courses of study, the selection of text-books, the addition of new features to the school work, and the classification of the schools.[1]

Sec. 23. Superintendent's powers and duties. — Each county superintendent of education shall be charged with the following powers and duties: —

(1) To act as the executive officer of the county board of education, and to execute, under direction of the board, and in person or through subordinates, all educational policies determined upon by it.[2]

(2) To act as the chief educational officer of the county, and as the representative of the state commissoner of education within the county, and to have supervisory control of all schools under the county board.

(3) To see that the laws relating to schools and child-welfare are obeyed, and that the rules and regulations of the state

[1] This advisory board virtually succeeds to the important functions of the old county boards of education, except that they are now advisory to the superintendent and county board, instead of possessing legislative functions themselves.

[2] The county board of education is to be a legislative and controlling body, but not an executive one. Once it has determined policies, their execution is to rest with the executive officers of the board, chief of which is the county superintendent of education.

board of education, the state commissioner of education, and the county board of education, made in conformity with law, are carried into effect.

(4) To select and nominate, for appointment by the county board of education, such assistant superintendents, special supervisors, and other officers and assistants as may have been authorized by such board or by general law, selecting for such positions persons whose qualifications conform to law and whose training, experience, and character specially commend them as persons well fitted for such positions.[1]

(5) To have general supervisory control of all offices under the county board of education, and of the work of all assistants and subordinates; to outline, direct, and coördinate their work; and, for cause, to recommend their dismissal.[2]

(6) To nominate, for election by the county board of education, all teachers and principals for all schools in the attendance-subdistricts, and in all county schools; to assign them to their positions, when elected; to transfer them, as the needs of the schools seem to require; to suspend them, for cause; and to recommend them for promotion, or for dismissal.[3]

(7) To visit the schools of the county, observe the instruction and management, and give helpful suggestions for im-

[1] The success of the county school-system depends greatly upon the qualifications and coöperation of the superintendent's assistants. A lay board should themselves select as little expert service as possible. Having selected the superintendent, they should trust his judgment, or remove him.

[2] The responsibility for the successful conduct of the county office naturally rests with the superintendent, hence he must be given supervisory control of all officers and subordinates.

[3] This gives a unity to the school-system of the county which it has not heretofore known, and makes possible promotion on merit to those entering the county service. The selection of teachers for the schools and the supervision of instruction should go hand in hand, and it is intended here that the county board shall elect only on the nomination of the county superintendent.

proving the same; to advise and assist teachers, and to counsel with school directors; to coöperate with other educational forces, public and private; and to labor, in every practicable way, to elevate the standards of management and instruction, to awaken interest in educational efforts, and to improve the educational conditions within his county.[1]

(8) To organize and attend county and local or district institutes, for teachers and citizens; to organize and direct the work of the reading-circles in his county; to direct the building up of a county professional library; to advise teachers as to professional reading and study; and to assist parents and citizens in becoming acquainted with educational information and literature.[2]

(9) To decide, on appeal to him, all disputes and controverted points arising within the county, and relating to the interpretation or the meaning of this Revised School Code, the powers of school officers, or methods of procedure under it. His decision shall be final, except as appeal may be taken to the state commissioner of education.[3]

(10) To direct the taking of the school census within the county, as provided for in Chap. XVI of this Code. Should the county superintendent disapprove the final result, or any part of it, either for the county school-district or for a city school-district within the county, he may order the part or parts disapproved retaken, appoint the census marshals to

[1] In freeing the county superintendent from office details it is intended that he shall spend much of his time in actual supervision of instruction, and in awakening community interest in the schools.

[2] Both this subdivision and Chap. XV of this Code make much of the reading-circle and other professional work, and the stimulation and direction of this is made an important part of the superintendent's work.

[3] This is intended to be a simple, cheap, and expeditious method of settling disputes and controversies relating to the school law, appeal from his decision lying only to the state commissioner of education. See Sec. 12, subdiv. 2. With the abolition of the district system there will be a very much smaller number of quarrels to settle.

retake it, and order the bill for the same paid by the county or city educational authorities concerned.[1]

(11) To recommend for condemnation school buildings which are unsanitary and unfit for use; to recommend repairs, or the erection of new buildings; and to approve all plans for alterations in old buildings, in conformity with the provisions of Chap. IX of this Code.[2]

(12) After a plan for county educational reorganization, as provided for in Art. 6 of this chapter, has been adopted, to recommend any changes in subdistrict or district boundary lines which may thereafter seem necessary, and to approve all proposed changes in such, from whatever source, before action is taken on the same by the county board of education.[3]

(13) To approve all contracts for the transportation of children to and from school, or for the purchase of wagons, automobiles, or other means of transportation, except in city school-districts.[4]

(14) To approve the apportionment sheets for all school funds, as prepared by the secretary of the board, and to approve the monthly pay-roll of all teachers and other employees of the county board of education.

(15) To act as the county representative of the examining, certificating, and pensioning division of the state department of education, and to issue provisional certificates, as provided for in Chap. XIII of this Code.

[1] Now that the purpose of the school census is shifted from that of a basis for the apportionment of money to that of a knowledge of the children of each age, it was feared that some city districts, and possibly some subdistricts, might become negligent in the matter, so the power of ordering it retaken at the negligent party's expense was deemed to be a wise provision.

[2] Except in large cities, where a regular school architect is likely to be employed, the county superintendent is charged with seeing that the law and the regulations of the state department of education are followed in the construction and repair of all school buildings.

[3] This is to insure that only proper changes will be made.

[4] This is to prevent extravagance, poor arrangements, or bad contracts.

(16) To direct and approve of the classification or reclassification of the schools of the county, outside of cities; and to direct and approve of tests to determine their educational efficiency.

(17) To take the initiative in matters relating to the outlining and administration of the courses of study, the approval of text-books, and the selection and supply of supplementary books and school supplies, for all schools of the county, outside of city school-districts.

(18) To recommend the establishment of branch libraries, as needed, and to assist in the correlation of the work of the schools, libraries, farmers' institutes, agricultural advisory-service, and other forms of educational activities, with a view to rendering the largest possible service, and the development of the school as a center for the community life.[1]

(19) To prepare or oversee the preparation of the annual report, required of the county board of education, under the provisions of Sec. 18, subdiv. 22, of this chapter.[2]

(20) To perform such other duties and to have such other powers as may be assigned to him from time to time by the general assembly, or by direction of the state or county board of education.

Sec. 24. Powers and duties of the secretary. — The secretary of the county board of education in each county shall be charged with the following powers and duties: —

(1) To act as secretary of the county board of education; to preserve all books, records, reports of school officers, papers, and contracts, and to attend to the clerical, statistical, and financial work of the office, under the direction of the county superintendent of education, and the county board.[3]

[1] The work of developing community-center schools will be one of the most important features of the new county-unit educational system.

[2] This would naturally be thought to be his work, but it was thought wise to guard the superintendent in the exercise of this important function.

[3] The secretary, under this Code, now succeeds to much of the work which formerly occupied the time and energy of our county superintendents, and the

(2) To see that all required reports are made to the county office by the different school district and attendance-subdistrict authorities within the county; to see that proper forms are used and observed, and that proper accounts are kept; and to see that all required financial and statistical reports are made to the state department of education.

(3) To make all purchases, as authorized by the county board of education; to approve all bills for payment, and to draw all warrants for services or materials, for approval by the proper officers; to prepare the monthly pay-roll for all teachers outside of cities, and all employees of the county board, for approval by the county superintendent of education; and to draw warrants for the payment of the same, when approved.

(4) To purchase, as directed by the county board of education, all text and supplemental books and supplies used in the schools; to attend to the distribution of the same to the schools, as directed by the superintendent of education; and, in connection with the county librarian and with the approval of the superintendent of education, to make rules and regulations for their use and care.

(5) To keep a register of the certificates of all teachers teaching within the county, and to perform all clerical work connected with the examining, certificating and pensioning of teachers and validation of certificates within the county, as required by the state department of education.

(6) To apportion, as provided for by law, and subject to the approval of the county superintendent of education, the income from all state and county school-funds and school-taxes, all special taxes for schools levied by subdistricts, and all special taxes for schools levied under the direction of the county board of education, as provided for in the annual

secretary's office is now made an important part of the county educational administration machinery.

budget adopted by the county board; to properly accredit all such apportionments and unexpended balances; to keep accurate accounts of the different funds apportioned to each school-district or subdistrict within the county; and to enter on his books, and approve for payment by the county treasurer, all warrants drawn on any fund by any school-district or subdistrict within the county,[1] so that his books will at all times show the condition of any fund within the county.

(7) To give all legal notices required by law of county boards of education; to give notices of all meetings of the board; to keep in his office an accurate map and description of all school-districts and attendance-subdistricts within the county, and of all property belonging to the county school-district; to issue commissions to school directors; to administer oaths of office to new members of the county board of education and to the county superintendent of education; to sign, as secretary of the county board of education, all contracts which have been approved, and to supervise the carrying out of these contracts; to administer oaths to all persons filing claims against the county board of education, and otherwise as required by law; and to perform such other clerical, statistical, and financial duties as may from time to time be imposed by law or by direction of the state or county board of education.

Sec. 25. Powers and duties of other county educational officers. — The powers and duties of the county librarian, the county attendance-officer, the county school-health-officer, and such other county educational officers as may be appointed, shall be as specified elsewhere in this Code, or as may be outlined by the proper educational authorities.

[1] This sends all warrants of every kind on the school funds through the secretary's office and to the county treasurer for payment. This will cause no inconvenience, as the warrants will pass within the county as bank checks do.

Article 6. County Educational Reorganization

Sec. 26. Control of existing school-districts. — The administration and control of all first and second-class attendance-subdistricts, as defined in this Code, existing at the time it takes effect, shall pass to the control of the county boards of education, under the powers granted to such by Arts. 4 and 5 of this chapter and the provisions of Chap. III, and they shall be managed by such county boards of education as a unit, under the provisions of this Code, and in the best manner possible, but with full power from the first to abandon small, unnecessary, or inefficient schools, and to transport the children to other schools.[1]

Sec. 27. Reorganization commission. — Within one year after taking office, each county board of education shall appoint a county reorganization commission, to make a survey of the educational needs of the county and to study the best and most practicable methods for reorganizing the schools of the county, outside of city school-districts.[2] This commission shall consist of the five members of the county board of education, the county superintendent of education, two teachers or principals of experience within the county, to be appointed by the board, and one expert in the matter of reorganization,[3] to be designated by the state commissioner of

[1] Under the county-unit system the county board of education succeeds to the title and control of all school property in the county, outside of the city school-districts. Chapter III gives the classification of districts and subdistricts under the new reorganization.

[2] The idea is to replace the many scattered small schools by a much smaller number of community-center schools of a better type, offering modern educational advantages to country and village children. Twenty years of effort to secure such schools under the district system have shown the hopelessness of trying to secure such by district effort.

[3] There was much discussion as to how to constitute this commission. Some favored a small commission of three, consisting of the state expert, the county superintendent, and either the president of the county board or a teacher, but the present plan was finally decided upon, with the idea of enlisting the coöperation of the county board of education, by using the professional members.

education. The expenses of this expert shall be paid by the state department; all other expenses of the commission shall be paid by the county board of education.

Sec. 28. Survey to be made. — This commission shall proceed to make a survey of the educational offering and needs of the county, taking into consideration all such factors as density and character of population; location, character, and effectiveness of existing schools; the attendance at the same; the geographical configuration of the county; the condition of roads, and means of transportation; the probable future development and educational needs; the need for instruction in agriculture, manual training, and domestic arts; secondary-school facilities provided, and needed; the need for separate schools for the negro race; and the need for any special-type elementary or secondary schools to meet special educational needs; — with a view to providing for the best possible reorganization of the educational work of the county, in a series of community-center consolidated schools, with partial or complete high schools attached, and with transportation provided as needed, retaining the one-teacher school only in such places as seem to be necessary to meet special educational conditions.

Sec. 29. Powers of the commission. — The commission may provide for the alteration of district lines, the abolition or consolidation of districts, or, where the public convenience will be best served by so doing, for the annexing of portions or wholes of existing contiguous school-districts to city school-districts. It may also provide for joint school-districts with another county. It shall also provide for a comprehensive scheme for secondary education, by which all the children of the county may be provided with some form of secondary-school advantages, as required by Art. 14 of this Code. When the work has been completed the commission shall formulate a report and prepare a map, stating the reasons for the changes

and showing the reorganizations necessary, and shall submit the same to the state commissioner of education for his approval.

Sec. 30. Superintendent's approval of plan. — If the plan for the reorganization of the educational resources of any county, as submitted to the state commissioner of education, shall substantially meet the intent of the law, he shall approve the same, and transmit it to the county board of education for the county for adoption, after which such board shall proceed to put the reorganization plan into operation, as rapidly as is practicable. The commissioner of education may suggest changes or additions, or he may disapprove the plan proposed if he considers it inadequate, too elaborate and expensive, or one which does not comply with the intent of this article, in which case he shall state his reasons for disapproval, in writing, and suggest changes and additions which, in his judgment, will produce a satisfactory plan.[1] Upon receipt of such a disapproval, with reasons or suggestions for change, the county reorganization commission shall meet and consider the matter again, with a view to meeting the objections of the commissioner of education, and shall later submit to him either a revision of the plan which substantially meets the objections raised, or submit valid reasons for not desiring to comply. If the revision presented, or the reasons for not complying, either wholly or in part, shall substantially meet the objections of the commissioner of education, and the intent of the law, he shall approve the same and transmit the plan to the county board of education for adoption; should the commissioner of education still feel that the plan as submitted does not comply with the intent of the law, he may

[1] This places the adoption of a satisfactory plan in the hands of the county authorities, subject to the approval only of the state commissioner of education. The people have not been asked to vote on the plan, partly because ignorant opposition would often defeat a really good plan, and partly because the authority for the creation of schools, as defined by Sec. 3 of Art. IX of the constitution of Osceola, does not rest with the districts at all.

again disapprove, after which the same procedure outlined above shall be repeated.

Sec. 31. Penalty for failure. — If any county board of education shall fail to adopt a satisfactory plan for county reorganization within three years from the taking effect of this Code, or shall fail to put the same into substantial operation, when adopted, within four years from the taking effect of this Code,[1] or submit reasons for not so doing which shall be satisfactory to the state commissioner of education, he shall then appoint experts to visit the county and determine the number of each kind of teachers which would be needed to teach the schools of the county, outside of city school-districts, and providing only for the kind and scope of education at the time provided, if the schools of the county were reorganized along good and feasible lines, and report their findings to him; and, when approved by him, such number, in no case larger than the number employed at that time, shall constitute the number of teacher-apportionments from the income from the state school-tax to which such county school-district shall be henceforth entitled, as provided for in Chap. VIII of this Code, and no extra aid from the state school-fund income, as provided in Sec. 116, Chap. VIII, shall be made to such county school-district until it satisfactorily complies with the reorganization law.[2]

[1] This gives a good length of time for the education of the counties, and also gives time to work out surveys and perfect administrative machinery. It also spreads out, over a number of years, the consolidated-school building grants provided for by Sec. 133 of this Code.

[2] In most of the counties of this state the rural and town schools could be taught better by from twenty-five to thirty-five per cent fewer teachers than now employed. Under the census-basis of apportioning funds this was of less importance than under the new teacher-unit basis. The state is not interested in paying for unnecessary teachers, and if any county refuses to properly reorganize its schools the penalty will be that the state will refuse to pay for more teachers than would be needed, for the same kind of instruction, under proper reorganization, and also refuse to give any extra assistance to such county school-district from the income of the permanent state school-fund.

CHAPTER III. DISTRICT EDUCATIONAL ORGANIZATION

Article 7. Classification and Management of Districts

Sec. 32. Classification of districts. — All school-districts in this state, now existing or hereafter organized, shall, on the taking effect of this Revised School Code, be reclassified as county school-districts or as city school-districts.

Sec. 33. County school-districts. — Each county, excepting only territory comprised in city school-districts, shall constitute one county school-district, and shall be under the control and management of a county board of education.[1] For convenience in the establishment of schools, the regulation of attendance, and the supervision of buildings, county boards of education may subdivide those portions of the county under their control into attendance-subdistricts, of two classes, as follows: —

(*1*) *Second-class attendance-subdistricts*, which shall include all school-districts now existing and all attendance-subdistricts hereafter created which have three teachers, or a less number, employed for full time in their school or schools.[2]

(*2*) *First-class attendance-subdistricts*, which shall include all school-districts now existing and all attendance-subdistricts

[1] This unifies the county under one county system, but with large independence for the cities.

[2] There will be but very few schools in this class which will employ more than one teacher and, after the reorganizations provided for by Art. 6, but few second-class subdistricts in the state.

hereafter created which have four or more teachers employed for full time in their schools, supervising principals not teaching being counted as full-time teachers, and part-time teachers being counted for the fractional time they render service.[1]

(3) *Joint school-districts.* — Joint school attendance-subdistricts, of either class, may be established by the joint action of two or more county boards of education, for the convenience of children living near the borderlines of counties. All such subdistricts shall be under the educational, statistical, and financial control of the board of education and the supervisory control of the county superintendent of education of the county in which the schoolhouse is located.

First and second-class attendance-subdistricts may be changed from one to the other by county boards of education, or they may be altered or abolished, as the needs of the schools may seem to require.

Sec. 34. City school-districts. — All school-districts in this state, now existing or hereafter organized, which employ twenty-five or more full-time teachers, — supervising principals, superintendents of instruction, and special teachers to be included, and part-time teachers to be counted for the fractional time they render service, — and which maintain a full elementary and secondary course of instruction, and employ a city superintendent of schools who is not required to teach to exceed one hour a day, and are or may become properly organized, as provided by Sec. 37 of this Code, shall be known as city school-districts, shall be under the control and manage-

[1] This class will include all of the small town schools, all of the newer consolidated schools, and a few of the smaller county-seat towns. Where the schools of the county-seat town come under the county board, as will happen in a few of the smaller and more rural counties, a system of administration analogous to that of a New England town will prevail, and the schools of the entire county will then be under one board of control. In the present days of good roads, telephones, and automobile transportation, this will prove to be a good and an economical arrangement.

ment of city boards of education,[1] and shall be divided into two classes, as follows: —

(*1*) *Second-class city school-districts*, which shall include all properly organized city school-districts which employ twenty-five or more and less than four hundred teachers, as defined above, for full time.

(*2*) *First-class city school-districts*, which shall include all properly organized city school-districts which employ more than four hundred teachers,[2] as defined above, for full time.

Sec. 35. Existing districts. — All school-districts existing in this state at the time this Revised School Code takes effect shall be classified by the different county boards of education, as provided for in this article. All county school-districts and subdistricts shall pass under the control and management of the county boards of education; and all districts which comply with the provisions of this article relating to city districts, and become properly organized, shall pass to the control and management of city boards of education, subject to the powers reserved to the county and the state educational authorities. By the mutual consent and agreement of the county board of education and the city board of education for the city concerned, subdistricts or parts of subdistricts may be transferred from the county school-district to a city school-district, or *vice versa*, as the educational needs of the children therein may seem to require.[3] The

[1] This provides for a separate corporate organization for the cities, and subsequent sections give them many independent powers. The dividing line of twenty-five teachers was selected, after some study of conditions in the state, as the point at which the differentiation could be made to take effect most equitably. A teacher-employed basis was selected in preference to the school population or total population bases as better related to conditions existing, the desire being to give those cities which do most for their children the largest liberty. It was found that differences as large as forty per cent, in the number of teachers employed, exist in cities of the same census size in this state.

[2] This number also marks a clear differentiation in Osceola.

[3] This provision makes for possible consolidation of adjacent districts

initiative for such transfers and changes may come from either board, or by a petition to both boards signed by the parents of twenty children of school age, residing in the area proposed to be transferred; but the final decision as to the desirability of the change shall rest with the county board of education.

Sec. 36. Attendance-subdistrict school officers. — For the control of such matters as are intrusted to them by law, and to act as representatives of the county board of education in the attendance-subdistricts, the following local school officers shall be provided for: —

(*1*) *Second-class attendance-subdistricts* shall have one school director, to be appointed by the county board of education, and whose term of office shall expire with the fiscal year, though the county board of education may change, consolidate, or abolish the subdistrict, as they may see fit. They may also, at any time, remove a director from office for gross incompetency, dishonesty, or willful neglect of duty, and fill his place by appointment for the unexpired term. The clerk of the board of school trustees in office at the time this Code goes into effect shall be continued as the new subdistrict school director, for a period of one year, unless the district be abolished or consolidated at an earlier date, while the terms of office of all other school trustees in such subdistrict shall terminate on the first day of July following the taking effect of this Code.[1]

(*2*) *First-class attendance-subdistricts* shall have a board of three school directors, one to be elected each year, from the

with the city, for educational purposes, which can often be done with both financial and educational advantage. It also places the regulation of school-district and subdistrict lines with the central educational county board, where it should be placed.

[1] This reduces the small district school-boards from three to one, which is enough under the new and more limited powers granted to these subdistrict authorities. It also reduces the number of school officials in this state by about fifteen thousand, which is a decided educational gain.

attendance-subdistrict at large, at the June school elections provided for by Art. 8 of this chapter, and for a three-year term. They shall select one of their number for president and one for clerk of the board, at the first meeting of each fiscal year. Boards of school trustees in all school-districts now existing, which will be classified as first-class attendance-subdistricts under this Code, and which are continued in existence by the county board of education, shall continue to hold office for the terms for which they were elected or appointed, and shall constitute the boards of school directors for such attendance-subdistricts; *provided, however*, that in those attendance-subdistricts where the number of members of such boards would be larger than three, the terms of office of a sufficient number of trustees to reduce the number to three [1] shall expire on the first day of July following the taking effect of this Code — those whose terms would expire earliest being selected for retirement, and, in case of doubt as to who should so retire, the designation of the county board of education shall be final.[2] This board shall also fill by appointment all vacancies occurring in the boards of school directors for first-class attendance-subdistricts, such appointees to hold office until their successors, elected at the next June school elections, have qualified; and may remove any director from office and appoint his successor, for any of the reasons for which they may remove a director in a second-class attendance-subdistrict.[3] The county board of education may also alter or abolish any first-class attendance-subdistrict, as provided for by sections 33 and 35 of this Code.

[1] Only some twenty boards in the state will need to be reduced from five to three.

[2] As the county board of education fills all vacancies in such boards, it was felt that their judgment should be final. This gives a simple, expeditious method of settling any controversy which may arise in adjusting terms.

[3] This also provides a simple and expeditious method for removing from office directors who are grossly incompetent, dishonest, or willfully neglect their duties,

Sec. 37. City boards of education. — Each city board of education shall consist of five members, one to be elected each year, at the annual June school elections provided for by Art. 8 of this chapter, and for a five-year term.[1] Elections shall be at large from the city school-district, and not by wards or other subdivisions. In city school-districts of the first class the charter of the city with which the school-district may be partly or wholly coterminous may provide for the appointment of members at large by the mayor of the city,[2] instead of election, but the terms of office, number of members, time of taking office, and duties must be as provided in this Code. City boards of education which are elected shall fill any vacancy which may occur in their own membership, the appointee holding office until his successor, elected at the next June school election, for the unexpired term, shall have qualified;[3] in the case of appointed boards the mayor shall fill all vacancies by appointment, and for the unexpired term.

Sec. 38. Old boards may continue. — Boards of school

and the filling of their places by men or women who will attend to the work. In the past there has been nothing to do but to await a new election. The new county boards of education, vested as they are with large powers, cannot work through such directors as have filled the office in many districts in the past. As the county board is responsible for results, it should be given power to enforce attention to the duties of the office of school director.

[1] This section unifies the boards for all cities as to size and term, and eliminates the ward system, party nominations, and election at the same time as the city political election. City school boards in Osceola now run from three at large to twenty-four by wards, and with terms of two, three, and four years. In some cities all members are elected new biennially, though most cities elect one-half biennially, for a four-year term. Due to the filling of vacancies, a majority of most city school boards are new following each election, thus rendering any continuing policy impossible. The power of the state commissioner of education (Sec. 12, subdiv. 6) to remove members of city boards from office, on charges of incompetency, dishonesty, or willful disobedience of law, was inserted by the commission to serve as a check on the longer term.

[2] This option was felt to be desirable for the large cities.

[3] This was felt by all to be a more desirable method, for cities electing their boards, than appointment by the mayor or by the county board of education.

trustees or boards of education, holding office in city school-districts at the time of the passage of this Act, shall constitute the new boards of education for such city school-districts, except that where the number now constituting such boards shall be greater than five, the number shall be reduced to five by the retirement of a sufficient number of those having the shortest time to serve. In case the number of members shall be less than five, the number shall be increased by election, at the June elections provided for by Art. 8 of this Code, by electing additional members for the longer terms. After providing for the decrease or increase in the membership of such boards so as to provide for boards of five members, should the terms of the members not fully provide for the proper expiration of the term of one member each year, as provided for by Sec. 37, the county board of education for the county shall then reclassify the terms of the members, altering the terms for which they were elected as little as possible, so as to provide for the proper expiration of terms. In all cases of doubt as to the interpretation of this section, the county board of education shall decide, and its decision shall be final.

Sec. 39. Creation of city school-districts. — When any first-class attendance-subdistrict shall come to have at least twenty-five teachers employed, and shall be able and willing to fulfill all the requirements for erection into a second-class city school-district, and the people of the subdistrict shall vote to petition the county board of education so to do, and shall agree by vote to assume their proper share of the indebtedness of the county school-district, the county board of education, if convinced that the subdistrict can continue to meet the requirements,[1] shall make an order creating it as

[1] This makes proper provision for the growth of new cities, but gives to the county board power to determine, before creating such, whether or not their growth and ability to comply with the conditions of the law are likely to be permanent.

such, to take effect with the beginning of the next fiscal year, and shall direct the election of additional members for the board of education of the city school-district, as provided for in Sec. 37 of this Code. The amount of the county school-district's bonded indebtedness which the new city school-district is to assume shall be proportional to the amounts incurred for the benefit of the two districts, and shall be settled by arbitration between the two boards. In case the two boards cannot agree, the case shall be laid before the commissioner of education, and his decision shall be final. The two members of the old subdistrict board of school directors, who still have one and two years to serve, shall constitute two of the members of the new city board, to serve for the length of their unexpired terms, while three new members, for three-, four-, and five-year terms respectively, shall be elected in June to complete the new board. When properly organized, and when agreements as to the assumption of indebtedness have been signed, the county board of education shall pass title to all the school property within the new city school-district [1] to the new board of education for the city school-district, together with the management and control of the schools, subject to the powers, duties, and reservations of authority provided for in this Code. Second-class city school-districts, which have attained the required size, may be erected into first-class city school-districts, on petition therefor by the city board of education to the county board of education, and shall succeed to all the powers and duties of first-class city school-districts. Should any city school-district cease to employ a city superintendent of schools, with the required free time for supervision, or to maintain a full elementary and secondary course of instruction, or, for any cause, come to employ less than twenty-five

[1] All cities, as school corporations, should be given control of their school buildings, and be expected to provide for their building needs of the future, as required by law.

teachers, such district may be reduced to a first-class attendance-subdistrict and pass back to the supervision and management of the county board of education.[1]

Article 8. The School Elections

Sec. 40. June school elections. — A separate election for school officers is hereby provided for and ordered held each year, on the second Saturday in June, the first elections to be held in June, 1914. At such elections, members of county and city boards of education and subdistrict directors for first-class attendance-subdistricts shall be elected; bonds or increased taxes may be voted, as elsewhere in this Code provided; and county or city boards of education may ask the opinion of the electors on any question relating to the conduct of the schools, upon which such boards may, by vote, express a desire to secure an opinion.[2]

Sec. 41. Notices of election. — The existing county superintendents of schools shall give the notices of the necessary elections in 1914, and thereafter the secretary of each county board of education shall give the necessary notices by means of a printed proclamation, issued at least three weeks in advance of the day set for the elections, and which shall be ordered posted conspicuously on the schoolhouse in all second-class attendance-subdistricts, and on the schoolhouses and in two public meeting places in all first-class attendance-subdistricts. Copies of the proclamation issued by the secre-

[1] This condition might happen in a few places, by reason of loss in population, and might happen in any small city by the board dismissing its superintendent or reducing its teaching force. As one of the prime considerations for erecting the city as an independent unit was to secure the election of a superintendent, with free time for supervision, failure to observe this requirement should put the city under county supervision again.

[2] This is a new election, to be held on a day uniform throughout the state, and provided for the purpose of taking the school elections out of party politics. The opinion asked would of course be only advisory.

tary of the board shall be mailed to each school officer of the county school-district, to each person designated to act as inspector or judge of election, and to each newspaper and each library in the county, with sufficient copies to the director or clerk of each attendance-subdistrict to enable him to do the required posting of the proclamation, which it shall be his duty to do. In city school-districts the proclamation shall be printed at least twice in a newspaper of general circulation within the city school-district. The polling places shall be at the public elementary schoolhouses, unless otherwise designated; the voting precincts shall be the same as the attendance-districts for such schools, and the polls shall be open from 9 A.M. to 6 P.M.

Sec. 42. Nature of election notices. — The proclamations shall state the day, places, and hours when and where the election is to be held; what school officials are to be elected in each district, or subdistrict; what if any taxes are to be voted; what if any questions of policy are to be voted upon; and shall designate one inspector and two judges of election for each election precinct in the district or subdistrict. Should the secretary of the county board of education fail to give the required notices, within two weeks of the day fixed by law for holding the elections, any three electors in any county subdistrict may post the required notices and provide for the conduct of the election. In all city school-districts the secretary of the city board of education shall give the notices, in a similar manner, and should he fail to do so within two weeks of the time fixed by law for holding the election, any three electors may, similarly, give such notices and arrange for the conduct of the election. Should the persons designated as inspector and judges of election fail to appear, or any of them, at the time set for opening the polls, or if none are appointed, the electors present may appoint them and conduct the election. Each judge and inspector of election shall

be paid $2.00 for his services by the district in which he serves, and all other expenses connected with the conduct of any election in any county or city school-district shall be paid by the county or city school-district concerned.

Sec. 43. Electors and ballots. — Every qualified elector, as defined in the general election laws, shall be entitled to vote, and, if challenged, may swear in his or her vote, as provided for under the general election laws of the state. Nominations may be made by petition, signed by five per cent of the qualified electors of any district or subdistrict, filed with the secretary of the county or city board of education concerned, and not later than the Monday preceding the time set by law for holding the election. All elections shall be by ballot, and each county or city school-board shall furnish the election officials of each election precinct with ballots, on which shall be printed the office to which officials are to be elected, with the names of all persons nominated by petition for that office arranged in alphabetical order under each office, and without any party or other designation whatever, and with blank spaces following in which the elector may write the name of any other person for whom he may wish to vote. Should printed ballots not be supplied, or not supplied in sufficient quantities, a written ballot may be used, as may also printed ballots other than those supplied by the county or city board of education. The election officers must publicly canvass the votes immediately after the closing of the polls, and must sign and seal the poll and tally lists and forward the same, together with the ballots, sealed in separate envelopes, to the office of the county or city school-board having jurisdiction, which body shall canvass the returns and announce the result, and, in the case of city school-districts, the results must be transmitted at once thereafter to the office of the county board of education.

Sec. 44. Intent of this article. — The intent of this article

is to provide a simple and inexpensive means of conducting school elections, at a time separate from other elections, and of eliminating nomination and election on any other basis than estimated fitness for the position. To this end the general election laws relating to nomination, form of ballot, and manner of voting shall not apply, and any dispute as to the conduct or result of the election shall be settled by the county board of education, and in such manner as will, in its judgment, best carry out the purpose of this Code and the intent of the voters, and its decision shall be final; *except*, that in matters relating to the election of its own members, or where there is reason for believing that the board has ignored or refused to hear or consider pertinent facts which might have changed the nature of the decision, in which cases appeal may be taken to the state commissioner of education for review, and final decision.[1]

Article 9. Powers and Duties of School Boards

Sec. 45. In county districts. — The powers and duties of the boards of education for county school-districts shall be as prescribed under Chap. II, and the powers and duties of subdistrict school directors in county attendance-subdistricts shall be as follows: —

(*1*) *In second-class attendance-subdistricts*, the school director shall act as a means of communication between the people of the subdistrict and the county board of education; shall look after the school property, and, as directed, shall make or oversee the making of repairs; shall assist the teacher, as needed, in matters of attendance and discipline; shall report any violation of the laws relating to education; shall see

[1] To keep down the cost, the schoolhouses have been designated as the polling places, and the whole character of the election made as informal and inexpensive as possible. Any disputes arising out of the election are also to be settled in the same inexpensive and expeditious manner.

that the school is properly provided with fuel and teaching supplies; shall arrange for and oversee the cleaning and janitor service of the school; and shall make all reports required by any higher educational authority.[1]

(2) *In first-class attendance-subdistricts*, the board of school directors shall have all the powers and duties of the school director of second-class attendance-subdistricts, and, in addition, shall have power to recommend to the county board desired changes in and additions to the courses of instruction for the subdistrict; to suggest preferences to the county superintendent of education as to teachers, principals, and dates for opening and closing the school terms; to prepare and submit an annual estimate of needed repairs, supplies, and enlargements; may petition the county board of education to provide additional school facilities, of any kind, or different transportation arrangements; and may vote to instruct the secretary of the county board of education to add to the ballots, for the June school election, the question of levying a subdistrict tax, not over $2\frac{1}{2}$ mills in amount, to provide additional specified material equipment or educational facilities over and above what the county board of education can provide, and, if voted, may direct its expenditure.[2]

Sec. 46. City school-districts of the second class. — Each city board of education in a city school-district of the second class shall have the following powers and duties: —

[1] This is a great reduction in powers and duties for such directors, but the ones left are all there is any educational need for their exercising. The selection of teachers and the supervision of instruction are functions the director is seldom competent to exercise intelligently, and which this act now provides shall be exercised by the county superintendent and his assistants. With the reduced duties, there is no need for more than one director to a subdistrict. Under the plan for county educational reorganization, there will in time be but few second-class subdistricts left in any county.

[2] These will be the consolidated districts and the small town schools, and the directors here are given somewhat larger powers. For such schools a board of three was felt to be desirable.

(1) To employ a city superintendent of education, and fix his compensation, though all city school superintendents, employed after July 1, 1917, shall hold some form of supervisory certificate, as provided for by Chap. XIII of this Code, or credentials for the same; and all city superintendents of education shall be employed for four-year terms,[1] unless dismissed earlier by a four-fifths vote of the board for immorality, incompetency, insubordination, or willful neglect of the duties of his office.[2] City superintendents of education shall have the right to attend all meetings of the board of education, or committees thereof, except when their own salary, tenure, or administration are under discussion, and to speak on any question, but with no right to vote.[3]

(2) To adopt, on the recommendation of the city superintendent of education,[4] the courses of instruction for all schools under its supervision and control, and in conformity with the regulations of Chap. IV of this Code; and to adopt and supply, free of charge, all text-books, supplemental books, and school supplies used in the schools.[5] The text-books adopted need not be uniform[6] for all schools of the city, but all books

[1] This is felt to be an improvement on the one-year term which has been the common custom in the past, and will give superintendents more independence and lead to better administrative conditions.

[2] As so much depends on the city superintendents under this new Code, the right of dismissal is an almost necessary safeguard.

[3] This is also a safeguard in the interests of efficient administration, and guarantees to a superintendent a right which some school boards would like to suppress.

[4] The responsibility for recommending courses of instruction in the cities, as in the counties, is placed with the superintendent.

[5] Text-books should be adopted to fit courses and needs, and the recommendation for such should come from the superintendent. In giving all cities power to adopt courses of study and select their text-books, the commission unanimously took the stand that the unit for supervision, be it county or city, should be the unit for the selection of text-books and the outlining of courses of study.

[6] The only argument for uniformity has been the cost of new books when pupils are transferred, but when books are provided free to all, this reason van-

and supplies furnished must be as recommended by the city superintendent of education.

(3) To employ such principals, teachers, special teachers, supervisors, and assistant superintendents for the schools of the city as may be deemed necessary; to fix their compensation, and order paid their salaries, if possessed of the legal certificates required by Chap. XIII of this Code; and to relieve such from employment, in accordance with the provisions of the law relating to the tenure of teachers, as provided in Chap. XIV of this Code.

(4) To employ janitors and other employees, and to have control and title to all school property of the city school-district, with power to care for, insure, repair, lease, or rent the same; and with power to acquire sites and build buildings, as provided for in Chap. IX of this Code.

(5) To provide for the taking of a continuing school census, in such manner as the county superintendent of education may direct, and as provided for by Chap. XVI, and to have the results submitted to him for his approval.

(6) To provide and maintain a complete system of elementary and secondary schools.

(7) To provide and maintain, as means will permit or necessities may require, or as may be required by this Code or by general law, — kindergartens; intermediate schools; libraries and museums; instruction for parents; evening schools; post-graduate secondary-school instruction; vacation schools; playgrounds; special instruction or schools for delinquent, dependent, or defective children; or for such forms of instruction in industrial education, agriculture, or household economics as they may deem desirable. County and city boards of education may also unite for the joint estab-

ishes, while the educational needs of the schools in different parts of our large cities and in different parts of a county school-district alike dictate a variation from uniform texts.

lishment and maintenance of any such instruction or school, and upon such terms as may be agreed upon between them.[1]

(8) To prepare an annual budget of expenses each year, and, after estimating the amount to be received from state and county school funds, to certify to the county board of education, for transmission to and levy by the county board of supervisors, such additional sums as may be necessary to maintain at least nine months of elementary and secondary instruction in the district, and also to maintain such other types of schools and educational undertakings as may have been established within the district;[2] *provided*, that this can be done within the tax limits provided for city school-districts by the provisions of Chap. VII of this Code.

(9) In the name of the board of education for the (name of city) city school-district, to possess corporate powers; to sue and to be sued; to acquire, hold, lease, and sell real and personal property; to receive bequests and donations; to condemn property needed for educational purposes; and to perform other corporate acts.

(10) To adopt rules and regulations, not inconsistent with law, or the rules and regulations of the state board of education made in conformity with law, for the government of the schools and the school business of the district.

(11) To keep financial and statistical records, and to make an annual statistical and financial report to the county superintendent of education, not later than the first day of July,

[1] This gives each city power to provide almost any type of school it deems to be desirable, or to unite with the county educational authorities in the joint maintenance of such.

[2] This gives to all city school corporations the right to determine their own needs, without the interference from the city councils which have characterized city school administration in the past. The check on their actions is the limit as fixed by law, which cannot be exceeded. Within these limits the school board is free to act.

and according to forms prescribed by the state commissioner of education, under pain of forfeiting any share in the income from the state school-fund and the state school-tax for failure properly so to do.

(12) To supply such other information relating to the work or conduct of the schools under their charge as may be requested by county, state, or national educational authority.

(13) In cities where the control of the free library has been transferred to the board of education for the school-district, to appoint a librarian for the same, who shall be appointed, hold office, and have the powers and duties as provided for county librarians by Chap. V of this Code, in so far as these may apply to city school-district libraries.

(14) To cause to be prepared and printed, in sufficient quantities to meet the reasonable demands for such, an annual report, addressed to the people of the city, and covering the condition, progress, and needs of the schools; recent results accomplished; the work of special schools maintained; the needs of the schools of the city school-district; and condensed statistical and financial statements, with such interpretations of the same as may seem desirable. When printed, in addition to such general distribution as may seem wise, one copy of this report must be sent to each library of whatever kind and to each newspaper in the county; one copy sent to each city board of education in the state; five copies sent to the office of the county board of education for the county; twenty-five copies sent to the state department of education; and three copies to the United States commissioner of education.

(15) To have such other powers and functions as may be in the future assigned to them by act of the general assembly, or by rule or regulation of the state or county board of education, made in conformity with law.

Article 10. Educational Organization in Cities of the First Class

Sec. 47. Organization and committees. — Boards of education in city school-districts of the first class shall consist of five members, elected or appointed as provided for by Sec. 37 of this Code. Each such board shall reorganize each year, at the first regular meeting after the first day of July, by electing one of its own members as president of the board, who shall exercise the usual functions of such an officer. There shall be no regular standing committees, it being the intention of this article that boards of education in city school-districts of the first class shall act largely on the advice of their executive officers, and shall consider educational matters as a committee of the whole. Temporary special committees, to consider and report on such matters of policy, finance, and procedure as may be referred to them, may be appointed from time to time by the president of the board.

Sec. 48. Executive officers. — Each board of education in city school-districts of the first class shall elect the following executive officers, and, subject to the provisions of this article, shall determine their tenure, fix their compensation, and assign them their duties: —

1. A superintendent of education;
2. A business manager;
3. A superintendent of properties;
4. A superintendent of school attendance.

City boards of education in city school-districts of the first class shall have power to create, from time to time, such other executive departments and such sub-departments as the needs of the schools may seem to require.

Sec. 49. Powers and duties. — It shall be the duty of boards of education in all city school-districts of the first class to determine all large questions of policy; to adopt the

annual budget of expenditures for the schools; to fix the salary of all employees; to approve all expenses incurred; to purchase new school sites, and to order new buildings erected, as the needs of the schools and other educational institutions under their control may necessitate; to decide upon all enlargements of sites or buildings; and to approve all contracts entered into. It shall, on the other hand, be the duty of the chief executive officers of the board to execute, under direction, the policies decided upon, and to carry out the improvements, changes, and additions ordered made. It shall be primarily the work of the boards of education to legislate, decide, and direct; the work of the executive officers shall be to carry into execution the policies decided upon by the boards of education.[1]

Sec. 50. The superintendent of education. — City superintendents of education in city school-districts of the first class shall be elected and shall hold office as provided for in Sec. 46, subdivision 1, of this Code. Each such superintendent shall act as the chief executive officer of the board of education for the school district electing him, and shall have general coördinating authority and oversight over the work of all executive officers and other employees of the school-district. He shall have full responsibility for the courses of instruction, the selection of text and supplemental books, and the selection, promotion, assignment, transfer, or dismissal of assistant superintendents, special supervisors, principals, and teachers, the board of education acting on all such matters only on his recommendation. In case of a conflict in authority between the superintendent of education and any other executive officer, the superintendent of education shall decide, unless the board of education shall otherwise order, in each case.[2]

[1] This makes a clear-cut division of powers and duties, which it is believed will be in the interests of efficient school administration in our cities.

[2] This definitely makes the superintendent of education the head of the school system for the city.

Sec. 51. The business manager. — A business manager shall be elected by the board of education for each city school-district of the first class, and they shall determine his tenure and compensation. He shall have charge of all business affairs of the school-district, subject to the supervision of the board of education; shall make all purchases, approve all bills, and, when ordered paid by the board, draw vouchers for their payment; shall pay all employees for services performed; and shall act as secretary of the board of education. He shall recommend all employees in his department for employment or dismissal, and may suspend any such employee, for cause. He shall also be responsible for the successful conduct of the business affairs of the school-district; shall give bonds, in such reasonable sums as the board of education may determine, for the faithful performance of his duties; and the books of his office shall be audited each year, on order of the board of education.[1]

Sec. 52. The superintendent of properties. — A superintendent of properties shall be elected by the board of education for each school-district of the first class, and they shall determine his tenure and compensation. He shall have general charge of the erection, care, and repair of all school property, subject to the general direction of the board of education; the school janitors, and any janitors employed in libraries or other educational institutions under the control of the board of education, shall be under his direction and instruction; and he shall recommend all employees in his department for appointment or dismissal, and may suspend any employee, for cause.

[1] This relieves the superintendent of education from the necessity of handling all or most of the business affairs of the school-district, as the next section relieves him of the necessity of supervising the construction or repair of school buildings. It was the desire to centralize his work on the educational aspects of the position, and relieve him of all except coördinating oversight and control of the business affairs of the school-district.

Sec. 53. The superintendent of school attendance. — A superintendent of school attendance shall be elected by the board of education for each school-district of the first class, and they shall fix his tenure and compensation. He shall have charge of the enforcement of the compulsory attendance law within the school-district, and those parts of the child-labor and poor-relief laws which relate to school attendance and for which school-attendance officers are responsible, under the provisions of this Code; the general out-of-school supervision of incorrigible and delinquent children; and the taking of the school census within the district, and the care of the school-census records for the same.

Sec. 54. General powers and duties. — Boards of education for each city school-district of the first class shall have all of the powers and duties, in addition to those enumerated in this article, prescribed by Sec. 46 of this Code for boards of education for city school-districts of the second class, and, in addition, the following: —

(1) May employ a regular school-architect, who shall attend to the designing of school buildings for the city school-district. The school-architect and the superintendent of education shall then approve all plans for the construction or repair of school property within the school district, and the further approval by the state department of education shall not be required.

(2) May establish and maintain a city-district normal school, for the training of teachers for the elementary schools of the school district, — *provided*, that the requirements for admission to and graduation from such school shall not be less than for the normal schools maintained by the state; that the course or courses of instruction shall have been approved by the state board of education, as equivalent in quality to those of the state normal schools; and that the school

shall be open to inspection and approval by the state department of education.[1]

(3) Must maintain a series of after-school and vacation playgrounds, under competent direction, sufficient to meet the needs of the children of the city, and in doing so may coöperate with other branches or commissions of the city government.

(4) In addition to the types of schools and educational institutions permitted for city school-districts of the second class, may also provide any other form of school or educational institution which the peculiar needs of the city school-district may seem to them to require, provided the same can be done within the limits of taxation fixed by Chap. VII of this Code.

Sec. 55. Combined city and county government. — In case the city and the county governments in any county in this state should be consolidated into one combined city and county government, the city form of school organization shall prevail, following the form of organization prescribed for cities of the first class, and the board of education and the superintendent of education for such consolidated city and county shall assume all of the duties of the county board of education and county superintendent of education, so far as the same may apply to the new form of organization, and shall report directly to the state department of education and the state commissioner of education. The city school corporation for such consolidated city and county government shall remain distinct from the city and county civil government, as provided for by Sec. 3 of Art. IX of the constitution of Osceola.

[1] This was felt to be a wise safeguard against poor and cheap training-classes, giving a preparation for teaching inferior to that given by the state normal schools, and serving as inbreeding institutions for the weakening of education in the city. Only a large city needs such a school, and it may maintain such only if it does not cheapen the standards set by the state.

TITLE II. THE SYSTEM OF PUBLIC INSTRUCTION

CHAPTER IV. ELEMENTARY AND SECONDARY INSTRUCTION

Article 11. General Definitions

Sec. 56. Extent. — The public school system of the state of Osceola is to be considered as one continuous school system, extending from the kindergarten to and through the state university, and the necessity for a close articulation of the different grades and divisions is to be kept prominent in the administration of the different parts of the state school system.[1]

Sec. 57. Classification of schools. — For purposes of classification and the apportionment of funds,[2] the following classification of elementary and secondary schools shall be made: —

(1) The elementary-school system shall be considered as embracing the eight years of instruction, in the subjects required to be taught by state or district authorities, in grades one to eight inclusive, in the public-school course. Second-class attendance-subdistricts may offer a nine years' course of instruction, but for purposes of apportionment such shall be considered as a part of the elementary-school course.[3] All

[1] The elementary and secondary parts of the state school system, as well as industrial education, are set off and treated separately from the other parts of the state school system because such are under the control of district authorities, while the higher educational institutions of the state are under separate boards of control.

[2] See Chap. VIII. Conceiving the school system as a unit, a large series of subsidies is here provided for desirable educational undertakings.

[3] Secondary-school subjects may be, in part offered, but such one-teacher schools are hardly fit to offer any real secondary-school instruction, and all pupils enrolled in such work are classified, for state money-grants, as elementary-school pupils.

kindergarten instruction preceding the regular elementary course of instruction shall also be regarded as a part of the elementary course of instruction.[1]

(2) The secondary-school system shall be considered as embracing the four years of instruction from the ninth to the twelfth year inclusive of the public-school course. In all city school-districts the secondary-school facilities provided must include the twelfth year of instruction, and may be extended to include the thirteenth and fourteenth years.[2]

Sec. 58. Intermediate schools. — Intermediate schools, beginning with the seventh year of elementary-school instruction, and including the eighth and ninth years, with the tenth year optional, may be organized by the board of education for any city school-district, or by the county board of education for any first-class subdistrict.[3]

Sec. 59. Basis for classifications. — The state board of education, acting on the recommendation of the state commissioner of education, shall adopt and publish rules and regulations for making the classifications of Secs. 57 and 58, and the conditions upon which state money-grants may be made [4] for any kind of a school, teacher, or other form of aid.

[1] This includes the kindergarten as a part of the elementary school. Heretofore it has had no standing, being permitted as an extra only to cities paying for such instruction wholly themselves. Country and village consolidated schools may now add such instruction, if desired, and have it included in the state apportionment.

[2] Instruction has heretofore been limited to the twelfth year. This enables the larger cities to provide junior college instruction for their children, if they desire to do so.

[3] These have been organized by some of our cities heretofore, by grouping such grades in separate buildings. Generally but three grades have been included, — the seventh, eighth, and ninth. In cities developing post-graduate secondary-school courses (thirteenth and fourteenth years), it will probably be advisable to include the tenth year in the intermediate school. In the new apportionment plan (Chap. VIII) a premium is now placed on the establishment and maintenance of intermediate schools.

[4] This is for the purposes of apportioning funds. See Chap. VIII.

Sec. 60. Kindergartens. — Any school-district, county or city, may precede the elementary-school instruction, in connection with any or all of its elementary schools, by kindergarten instruction, in any amount from one-half year up to two full school years, as may be deemed best; and such kindergarten instruction, when provided, shall be considered as a part of the elementary-school course of instruction, and in addition to the regular eight years of elementary instruction. A kindergarten teacher's certificate shall be required for instruction in any kindergarten class.

Sec. 61. Schools for special classes. — Any county or city school-district, when the need for the same shall arise, may establish separate schools for the oral instruction of dear children, or for those who, from deafness, are unable to hear common conversation; for the instruction of the blind; for the instruction of superior, backward, or dull children; for the instruction of " border-line " and feeble-minded children; and for the instruction of truants, incorrigibles, and misfits.[1] County boards of education may unite with city boards of education in the establishment and maintenance of such schools, or county boards of education may contract with city boards of education for the education of such special-type children in the schools maintained by a city school-district.[2] The course of instruction in all such special schools may depart from the regular course of instruction in any way that will better adapt the instruction to the peculiar needs of the pupils in such schools.[3]

Sec. 62. Special schools for negroes. — Any county or

[1] Many new types of schools are here permitted which the old Code did not authorize. It was desired to give districts permission, so that they would be free to act whenever their needs and means made action desirable.

[2] This permits a county school-district to contract with a city school-district for the education of its abnormal children, — a thing not heretofore possible.

[3] This does away with the old state requirement as to uniform courses of study for all schools.

city school-district may also establish separate schools for children of the negro race, when there are enough of such to make such separate instruction advantageous, though when such separate schools are established, the negro children shall be given equal advantages in term and course of instruction with children of the white race in the same city school-district or county subdistrict, though the course of instruction need not be the same for the two races. A special secondary school for the instruction of children of the negro race may be established by any county or city school-district authority, acting separately or in coöperation, when there are enough secondary-school pupils of such race to make such instruction possible and desirable; or either district may contract with the other to provide secondary-school facilities for any or all of its negro children.

Article 12. Attendance and Term

Sec. 63. Age limits. — The public schools of the state shall be open for the instruction of all children between six and twenty-one years of age, though any or all children two or more years overage for any grade may be classified in separate schools, if deemed best by the school board for the district.[1] Special schools for the oral instruction of the deaf shall be open for the instruction of such who are three years of age or over, and kindergartens shall be open for the instruction of all such children, below six years of age, as may be ordered by the school authorities for the district. Any public school may be open for the instruction of those over twenty-one years of age, by permission or general regulation of the governing school board for such school.[2]

[1] This has been attempted by some cities, but there has always been a question as to their legal right to do so. This section permits any school-district to do that which it deems best for its pupils.

[2] The old Code did not permit this. This opens the way for any kind of adult education.

Sec. 64. Exclusion from school. — The governing board for any school-district shall have power to exclude children of filthy or vicious habits, or children suffering from contagious or infectious diseases; and, when separate schools or classes for the instruction of any of the classes of children enumerated above in Sec. 61 and Sec. 62 have been established in any district or attendance-subdistrict, the governing boards may require the attendance of such at such special schools.

Sec. 65. Time and term. — The dates for opening and closing the school terms shall be fixed by the board of education for each county for all county school-subdistricts, and by the board of education for each city school-district, but not less than eight months of instruction shall be provided in day schools in each second-class attendance-subdistrict or county school of agriculture, and not less than nine months of instruction in the day schools in any first-class attendance-subdistrict or city school-district in the state.[1] Summer vacation-schools must be maintained at least six weeks, and evening schools at least seventy-five evenings, to qualify for state grants. County boards of education may fix different dates for the opening and closing of terms for different attendance-subdistricts in the same county, if such will better accommodate the children of such attendance-subdistricts. City school-districts may maintain vacation schools and vacation playgrounds, as needed, and of such types as will best meet their needs, and may maintain any or all of their schools during the entire year.[2]

Sec. 66. School holidays. — The following are designated

[1] The old law said six months for all, though all but a few cities provided nine months. Under the new apportionment laws and county-unit organization an eight-months' school ought to be possible everywhere. As soon as the county reorganization, provided for by Art. 6, has been carried out, a nine-months' school will be possible almost everywhere, without much need for the special state aid for poor districts, provided for in Chap. VIII.

[2] A new and a desirable provision.

as school holidays, and on these days, should the schools be in session at the time, schools shall be closed; viz. every Sunday; the day designated by the President of the United States as Thanksgiving Day, and the Friday and Saturday following; the 25th day of December; the 1st day of January; the 30th day of May; and the 4th day of July. Should any of the four days last named fall upon a Sunday, and the Monday following be generally observed as the holiday, the schools shall be closed on such Monday also. On all other days celebrated as legal holidays the schools shall remain in session, if such days come during term time.[1]

Sec. 67. Definition of months and years. — The terms school month and school year, as used in this chapter and elsewhere in this Code, shall be understood to mean twenty full days for a school month, unless otherwise ordered as provided below; school year shall be understood to mean the full school year as taught, but in no case less than eight months. Legal holidays not taught are to be counted as days taught, if they come on regular school days, during the school term. Any city or county school-district may also provide for instruction for any or all of its schools on Saturdays, and for part or all of the day, in which case Saturday shall be added to the number of days constituting a school week, thus making a school month of twenty-four days for such districts.

Article 13. Instruction

Sec. 68. Elementary-school instruction. — The course or courses of instruction for each city school-district shall be adopted by the board of education for the district, on the recommendation of the city superintendent of education;

[1] This eliminates many of the unnecessary school holidays which have gradually been added to the laws. The enumeration of Saturday as a holiday is also eliminated, so that schools may be held then, if desired, as our larger cities probably will soon desire to do.

and for each county school-district or subdistrict by the county board of education, on the recommendation of the county superintendent of education, though different courses may be adopted for different schools within the city or county school-district, and changes in courses may be permitted to meet local needs.[1] The course or courses of instruction for elementary schools shall include reading, writing, spelling, arithmetic, the use of the English language, American and English literature, geography, history of the United States, nature study, music, drawing, physical training and personal hygiene, and such other studies as may be included by city or county authority. In rural schools, single or consolidated, and in village schools, the nature study shall be closely related to agriculture; and instruction in manual training and domestic science shall be included in the instruction in all schools where facilities for such instruction can be provided, and must be included in all elementary schools employing four or more elementary-school teachers.[2]

Sec. 69. Intermediate-school instruction. — Where intermediate schools have been provided, taught by teachers holding intermediate-school or secondary-school certificates,[3] and according to departmental methods of instruction, different and parallel courses of instruction may be outlined for the intermediate-school grades. The subjects to be taught in such schools shall include such of the subjects of instruction required for elementary schools as belong to the upper elementary grades, may include instruction in other languages than the English, and in such subjects of secondary-school

[1] The unit of supervision is here made the unit for the adoption of courses of study, as it is also made the unit for the adoption of text-books further on in this Code. The adoption, too, is made on the recommendation of the educational authorities, and different courses for different schools are now permissible.

[2] These are new requirements in this state.

[3] As required by Title V of this Code.

grade, or of an industrial or vocational nature, as may be included in the course of instruction as adopted, in the manner prescribed in Sec. 68, by the proper district authorities.[1]

Sec. 70. Secondary-school instruction. — Secondary schools, established by county or city school-district authorities, may offer such instruction as is deemed desirable or needed, and may be of different types, if the educational needs of the district make such differentiation desirable. The courses of instruction for each school shall be approved by the governing board for such school, as provided for in Sec. 68, though the principal of any secondary school or the board of subdistrict directors having any secondary schools under their charge may request changes or additions. In all city school-districts employing fifty or more teachers, counted as provided for in Art. 7, Sec. 34, of this Code, courses of instruction in manual training and household economics must be included; and in all full four-year secondary schools, located in village or rural districts, courses in household economics, manual training, and agriculture must be provided.[2]

Sec. 71. Language of instruction. — All elementary, intermediate, and secondary schools must be taught in the English language, except that other languages than the English may be taught as part of the course of instruction, and, in city school-districts, one or more elementary schools may be taught, for not to exceed one-half of each day, in a language other than English, if the necessities of the case so seem to require.[3]

[1] It has been the desire that the courses here should be somewhat flexible. In the cities pre-vocational courses of an industrial type are needed, while in many villages such courses should be more agricultural in type. In all the cities cultural courses, suited to the needs of the super-normal child, are desirable, and can now be included in such schools.

[2] These are new regulations, but they are such as can be met without difficulty.

[3] This last still seems to be a necessary concession, in certain of our cities, to get certain types of foreign-born children into the public schools at all.

ARTICLE 14. SECONDARY-SCHOOL ADVANTAGES

Sec. 72. Types of schools in cities. — All city school-districts must maintain full twelve years of elementary and secondary instruction, not including kindergarten years, and any city school-district may establish evening continuation, commercial, industrial, practical-arts, or trade schools of secondary grade, or may maintain day secondary schools of any type during part or all of the usual summer vacation period.

Sec. 73. Secondary schools in county districts. — County boards of education may arrange with city school-districts for the education of part or all of the secondary-school pupils of the county; may establish one or more county secondary schools, of the same or of different types; may subdivide the county into secondary-school attendance-subdistricts, by grouping the elementary-school attendance-subdistricts, and provide for partial or complete secondary schools in each; or may provide for the establishment of partial or complete secondary schools in any of the attendance-subdistricts of the county, using whatever plan or combination of plans will best place free secondary-school advantages within the reach of all the children of the county. Any county school-district may also establish a county secondary school of agriculture and domestic arts, as provided for in Sec. 81 of this Code, and may combine with such school a county teachers'-training-school to train teachers for service in the rural schools of the county.[1]

Sec. 74. Approved secondary schools. — In connection with the proper committee of the University of Osceola, the state department of education shall provide uniform rules and regulations for the approval of four-year secondary schools, or secondary schools based on intermediate schools or other schools where the completion of the course is the

[1] Provided for more in detail under Chaps. V and XII.

equivalent to graduation from a four-year secondary school, and for the purpose of approving the school for the admission of its recommended graduates to the University of Osceola, as provided for by Sec. 77 of this Code.

Sec. 75. Reasonable advantages must be provided. — In the educational reorganization provided for in Chap. II, Art. 6, a plan for placing such free secondary-school advantages within the reach of all children in the county shall be included, and if, within four years from the time of the adoption of this Revised School Code, any county board of education shall have failed to make reasonable provision for free secondary-school advantages for the children of secondary-school age within the county, it shall be competent for any five citizens residing within the county, who have children of such school age for whom a reasonable provision for free secondary-school instruction has not been made, to lodge a formal complaint with the state commissioner of education, setting forth in what way the county board of education has failed to make such provision, and asking for an examination into the facts of the case.[1]

Sec. 76. State commissioner to investigate. — On the receipt of such a formal complaint the state commissioner of education shall order an investigation of the facts of the case, and if he finds that the county board of education has not made reasonably adequate provision for secondary-school instruction, — needs, distances, pupils, and tax-rates considered, — he may direct the county board of education to make such provision, under the provisions of Art. 3, Secs. 11 and 12, of this Revised School Code, and, to insure compliance

[1] In the county educational reorganization, provided for by Art. 6, good secondary-school provision will undoubtedly be made. It is the intent of this section that secondary-school advantages should be provided for all. Should any county board of education fail or refuse to make proper provision, this and the following section gives to the state commissioner of education power to compel them to do so.

with his ruling, may direct that a part, not to exceed ten per cent of the state school moneys to which such district may be otherwise entitled shall be withheld, pending compliance. If, after one year, no satisfactory effort has been made to comply with the ruling, the commissioner of education may declare the withheld moneys forfeited, and direct the transfer of the same to the principal of the permanent state school-fund.

Sec. 77. Admission to the state university. — Admission to some one of the schools or colleges of the University of Osceola shall always be open to the graduates of any approved secondary-school course of instruction covering four years beyond the elementary school; who meet reasonable requirements in the use of the English language; and who are recommended by the principal of the school as of good moral character, seriousness of purpose, and, in the judgment of the principal, fitted to enter the university as students.

CHAPTER V. VOCATIONAL AND SUPPLEMENTAL EDUCATION

Article 15. Vocational Education

Sec. 78. Work provided for. — Any city or county school-district may provide for both day and evening instruction and training, or both, in industrial work, household-economics, or agricultural pursuits, as a part of the regular instruction in any or all of its schools, and such work must be included in all schools specified in Secs. 68 and 70 of this Code.

Sec. 79. Definitions of work. — Industrial education shall include drawing and design of any character, the usual constructive work, sloyd, manual training, applied art, and any form of shop or laboratory work which has for its object industrial advancement. Household-economics shall include sewing, cooking, laundering, domestic art, domestic science, housekeeping, sanitation, nursing, and similar courses having for their object the betterment of living conditions in the home. Agriculture shall include agriculture, horticulture, gardening, dairying, stock-raising, farm-architecture, applied science, and allied subjects having for their object greater efficiency in farming.[1]

Sec. 80. Nature of instruction. — In the first six grades the instruction shall be general in its character, and may be given by the regular teachers. Beginning with the seventh grade, and extending through the secondary school, the instruction may become vocational in character, and the student

[1] This provides for quite a range of instruction. It is not expected that any but the largest schools will offer all of the different forms of instruction here enumerated.

be encouraged to specialize on the vocation of his choice. In the industrial work the instruction shall be of such a character as to meet the needs of the pupil who is engaged in practical phases of industrial work.

Sec. 81. County schools of agriculture. — The board of education for any county school-district may establish, in connection with the schools of any first-class subdistrict, a county school of agriculture, household-economics, and industrial work, of secondary-school grade,[1] which shall be open to all properly qualified pupils in the county school-district, and to pupils coming from city school-districts within the county, or from other counties, if there be room for such, on the payment to the county school authorities, by the school-district from which the pupils come, of a tuition charge not to exceed the actual cost of the instruction in such school, from which must be deducted the per capita-on-attendance value of all state and county school-tax and state school-fund income, received and apportioned for the use of such county schools of agriculture, if the pupils come from within the county; if the pupils come from without the county, and from a county school-district not contributing to the maintenance of such school, then only the per capita value of the state money received shall be deducted from the tuition cost.[2] Two or more counties may unite in the maintenance of such a county school of agriculture, household-economics, and industrial work, but the management and direction of the school shall rest with the county board of education for the county in which the school building is located.

[1] These are intended to be distinctively country secondary schools, the aims of which are to prepare boys and girls for country life, and to serve as extension-centers for the new rural-life movement.

[2] These provide for tuition rates based on actual cost, after deducting all grants derived from taxation of the district from which the pupil comes, and the charge for the remainder to be levied on the district, instead of on the pupil.

Sec. 82. **Courses of instruction in.** — In each county school of agriculture shall be given: (1) instruction in such branches of agricultural work as are best adapted to the agricultural needs of the county; (2) household-economics, of a type adapted to rural and village home needs; (3) such forms of manual and shop work and applied art as are best adapted to the needs of the pupils; and (4) such other subjects, of an academic or cultural character, not including ancient languages, as it may be deemed desirable to include. Such courses shall not be less than two years in length, and two-year and four-year courses may be given in the same school. Each school may also give short winter courses for pupils of any age,[1] and shall also develop some form of extension service among the teachers and people of the entire county, coöperating in this work with the county agricultural advisers[2] provided for in part by the United States Department of Agriculture, or the agricultural-extension workers supplied by the University of Osceola.

Any such county school of agriculture, not located in a county maintaining a state normal school, may add, as a part of a four-year secondary-school course, a county teachers'-training-course for the preparation of teachers for the rural schools of the county, as provided for in Chap. XII of this Code.[3] All such schools must be in session at least eight months of each year.

Sec. 83. **City industrial and trade schools.** — The board of education for any city school-district may establish, as a part of the public schools of the city, a city industrial or trade school, which shall be open to all properly qualified pupils

[1] This is intended to provide for two-, four-, or six-weeks' winter courses, for farmers and their wives.

[2] These schools should coöperate with the county agricultural experts now being provided, and should become centers for the improvement of all phases of rural and village community-life, home-life, farming, marketing, etc.

[3] It is in such schools that the best kind of training for rural teaching can be given.

within the city school-district. Pupils from other school-districts shall also be admitted, on application, and on the same conditions as provided for the admission of pupils to county schools of agriculture, by Sec. 81, above.

Sec. 84. Courses of instruction in. — In each city industrial or trade school shall be given: (1) such branches of industrial work and such trades, including applied art, as seem best to meet the needs of the community; (2) such branches of household economics as there may be a demand for, adapting such as closely as possible to city needs; (3) such other subjects, as may seem necessary or desirable for such a school. Such instruction shall include regular day classes, with at least two-year courses, and may also include evening classes and neighborhood extension-work.

Sec. 85. Approval and certification. — All such schools shall be subject to approval, for state money grants, by representatives of the state department of education, but such approval shall relate to the length of the course and school year, certification of the teachers, equipment for the work, support of the school, and the inclusion of the proper subjects of instruction; and shall not tend to prevent any school from adapting the instruction given to the needs of its community in any way it may see fit to do.[1] All teachers in such schools must hold either a secondary-school certificate or a regular vocational-education certificate, as may be required by the nature of the work.

Article 16. Supplemental Education

Sec. 86. County libraries. — Each county free-library in existence, at the time of the taking effect of this Revised School

[1] The object here is to standardize only essential features, and to leave to each school as large liberty in the instruction given as is possible. Each school should show individuality, and minister to the peculiar needs of the community in which it is located, without being hampered by state control.

Code, shall at that time pass from the management and control of the board of county supervisors to that of the county board of education for the county,[1] and, in each county not having a county free-library, the county board of education for such county shall, within two years after this Code takes effect, provide for the creation and maintenance of a county free-library for such county.

Sec. 87. County librarians. — Each county board of education, acting on the recommendation of the county superintendent of education, shall appoint a county librarian and such assistant county librarians as may be needed, and fix their compensation. County librarians shall be appointed for four-year terms, and assistant librarians for one-year terms, though either may be removed, at any time, for the same causes and according to the same procedure as provided for the removal of teachers by Art. 34 of this Code. All assistant librarians shall be under the direction of the county librarian. After July first, 1917, all county librarians, and after July first, 1918, all assistant county librarians in charge of regular branch county libraries, shall hold a librarian's certificate, as required by Sec. 193 of this Code.

Sec. 88. Central and branch libraries. — The central county free-library shall be located at the county seat of the county, and branch county free-libraries shall be located in as many places in the county as the county board of education may determine. With the establishment of central consolidated schools and the erection of community-center consolidated school buildings, in the first-class attendance-subdistricts, provision for a branch county free-library shall

[1] Under the optional-development plan of the past, with the county boards of supervisors in control, no great progress has been made, either in developing county libraries or in enlarging their usefulness, while some boards of supervisors have opposed their development, largely to keep down taxes. This section makes all county free-libraries a part of the educational system, and provides for their proper development, use, and expansion.

be made in each such school.[1] Books belonging to the county library shall be catalogued, and copies of the cards shall be kept in all of the branches in charge of a certificated assistant librarian, and any book belonging to the county library may be borrowed through any of its branches.[2] Provision shall also be made by means of which traveling libraries may be placed in the small schools, the teachers acting as agents for the loaning and care of the books, and also at such other places, or stations, such as stores and post-offices, as may seem desirable and practicable, and from such schools or stations books from the county free-library or its branches may also be borrowed.

Sec. 89. School libraries to be included. — All school libraries belonging to the different schools of the county school-district, together with all free text-books, supplemental books, and reference books, are to become parts of the county free-library, and for each, until otherwise provided, the teacher or principal is to serve as librarian. All traveling school libraries, belonging to the different county boards of education, are also to be included.[3] Any special county libraries, such as a county law-library, county medical-library, county agricultural-library, or county pedagogical-library, may be included in the county free-library by vote of the governing

[1] The new consolidated schoolhouses are the proper places for such branches, thus tending to make the school a center for the community life.

[2] The state library is expected to do much in helping provide cards, either by purchase from the Library of Congress, or by printing cards for distribution to the libraries of the state. With a catalogue of all county library books in each branch library, for consultation, borrowing from the county library will be easy. The same automobile or other conveyance which distributes the school libraries to the schools will also distribute from and return books to the central county library.

[3] This will prove of advantage to all concerned. In small schools the teacher will become, *ex-officio*, an assistant librarian, though of course without extra salary. This, together with the branch libraries in the consolidated schools, will put the teacher directly in touch with the whole county free-library movement, which will be a good thing to do.

board of such, and on such terms as may be agreed upon between such board and the county board of education. After this Code takes effect, all library and book apportionments from the state and county school-taxes, together with such additional amounts, from the one-mill tax allowed therefor,[1] as each county board of education may determine, are to be expended, under the direction of the county superintendent of education and the county librarian, for such school text-books, supplemental school-books, reference books, pedagogical books, special-books, and books of general literature and scientific information as may be needed to supply the wants of the schools and the free-libraries of the county.

Sec. 90. Cities may join. — Any city free-library, or any city school-district school-library, may become a part of the county free-library, on application of the trustees of the same and acceptance by the county board of education, after which the property within such city, or city school-district, shall be included in any special county-tax levied for free-library purposes. Any city so uniting with a county for free-library maintenance may later withdraw from the arrangement, on terms satisfactory to the governing boards of both corporations. Similarly, the trustees of any city free-public-library may vote to turn the management and control of such over to the city school-district authorities, and unite the city and the city school-district libraries under one management and control. Residents of cities may also be permitted to borrow books from the county free-library, on such terms as may be agreed upon by the county board of education, and exchange relations between the county free-library and city libraries may be arranged for.

Sec. 91. State librarian the head. — The state library and the state librarian, acting under the supervisory control of the state board of education, shall be the head of the county

[1] See Sec. 109.

free-library system of this state. The state librarian shall call a conference of all county librarians in this state, together with the city librarians in cities where the free-library is under the management and control of the city board of education, to meet annually at the state library, or at such other place as the state board of education shall approve, for a three-day meeting, to consider the problems and needs of the free-libraries of this state. All librarians attending such meeting shall be paid their necessary traveling expenses from the general contingent fund of the city or county school-district they represent.

Sec. 92. State library and museum to coöperate. — The state library shall place itself in coöperative relations with all free-public-libraries in this state; shall send out traveling and special libraries to such; shall loan individual books to libraries for the use of any citizen in the state; and shall assist the county libraries in all practicable ways in preparing catalogues of their books and organizing their work. The state museum shall similarly prepare and loan illustrative collections of lantern slides, maps, charts, scientific specimens, and such other museum material as may be thought desirable, to any city or county library in this state, and to the schools in such districts.[1]

[1] This makes the state museum a phase of the educational work of the state, instead of a collection of curiosities, and makes it actively useful to the whole state, instead of to only the few who visit the state capitol.

CHAPTER VI. HIGHER AND PROFESSIONAL EDUCATION

Article 17. The University of Osceola

Sec. 93. Culmination of the state system. — The University of Osceola, now situated at Chippewa Falls, is hereby continued, in all of its branches, as the university for this state, and as provided in the organic act creating the same;[1] and the University of Osceola shall form the culmination of the public school system of the state. The requirements for admission shall be so regulated as to keep the university in close coördination with the public secondary schools of this state.[2]

Sec. 94. Government of. — The government of the university shall be intrusted to a board of eight regents, one to be appointed each year by the governor of the state, and the state commissioner of education, *ex-officio*.[3] Vacancies occurring shall be filled by the governor, for the unexpired term. In making all appointments to the board of regents, the gov-

[1] This merely continues the university in the form guaranteed it by the constitution. The organic act, dating from 1845, gives the university regents large governing powers, and these powers are merely confirmed to the university by the new constitution and this Code.

[2] See Sec. 77.

[3] This continues the board of regents as it has been for some time, except that the governor and the lieutenant governor, *ex-officio*, are not now included. The experience in the past has been that they served no useful purpose on the board. The new state commissioner of education is added because it was felt that he, as the expert head of the elementary- and secondary-school system of the state, should be represented in the government of the state university. It was believed that an expert officer of this type would serve quite a different purpose on such a board from what the old type of politically-elected state superintendent of public instruction would.

ernor shall be influenced by no other considerations than personal fitness for the position. The board of regents in office at the time of the passage of this Act shall continue to serve for the terms for which they were originally appointed. Each member of the board of regents shall be paid all of his necessary traveling expenses incident to attending all meetings of the board, but no additional compensation.[1] The time for holding regular meetings of the board, the conditions under which special meetings may be held, and the number and powers of committees, shall be as provided for in the rules and regulations of the board.

Sec. 95. Duties and powers of regents. — The board of regents for the University of Osceola shall have the following powers and duties: —

(1) To select the president, professors, instructors, and all other officers and employees of the university; to fix their terms of office and compensation; and to remove them for cause. To the president shall be given the supervision of the instruction and the discipline within the university; and the conditions for admission, graduation, and the awarding of degrees and diplomas shall be determined by the faculty.[2]

(2) To prescribe rules and regulations for the general government of the university, and the management and care of its grounds, buildings, laboratories, libraries, collections, and other property.

(3) To receive and apply gifts and bequests for the furtherance of the work of the university, or any phase or department thereof.

(4) To have charge of the investment of the principal of the seminary-fund, the fund for the endowment of a college

[1] The position has been regarded, in the past, as a great honor, and it is desired to keep it so.

[2] This leaves the internal administration of the university to the president and the faculty.

of agriculture and mechanical arts, and any trust-funds for any educational purpose connected with the university, which have been or may hereafter be given for the benefit of the university.[1] The state treasurer shall act *ex-officio* as treasurer for the board.

(5) To appropriate the income of all permanent funds to the objects for which they were given, and to order the appropriation and expenditure of all funds given by the state for grounds, buildings, equipment, or maintenance of the university.[2]

(6) To make, or cause to be made, all reports required by the state department of education; and to cause to be prepared and printed an annual report of the work done by the different divisions and departments of the university, and an annual report of the president, secretary, and treasurer, showing the conditions, needs, and expenses of the university.

(7) To transmit, biennially, these annual reports to the legislature, together with a statement of needs for either plant or maintenance which it is estimated that the state mill-tax appropriation will not meet.[3]

(8) To perform such other duties, not contrary to law, as may be necessary to discharge their trust, and to perform such other acts as they may be, from time to time, directed to perform by the general assembly.

(9) In the name of the board of regents for the University of Osceola to possess corporate powers, to adopt a seal, to

[1] The investment of the university funds by the regents in the past has evidenced rare judgment and large financial skill, and it is desired to leave the control as it now is.

[2] This is perhaps the chief function of the regents. Their work is to guard the funds, settle large lines of policy, and appropriate funds for specific purposes.

[3] The great burden of support is to be met by the state tax-appropriation, provided for in Sec. 96. Special appropriations by the general assembly will be needed only to meet emergencies and large permanent-equipment expenditures.

sue and to be sued, and to transact such business as their corporate existence may require.

Sec. 96. Support. — The income from all permanent funds under the control of the regents shall be appropriated for the purposes for which they were originally given. In addition to the income from all permanent funds, the university shall receive a state university tax-appropriation, to be set aside by the state treasurer, each year, from the proceeds of the state corporation-taxes, and placed to the credit of the board of regents for the university. The amount so set aside shall be the equivalent of a tax of $1\frac{1}{2}$ mills on the equalized assessed valuation of the real and personal property in this state, as determined each year by the state board of equalization and assessment. Of this tax-equivalent so set aside five-sixths must be used for purposes incident to the maintenance of instruction, and the remaining one-sixth may be used, either in whole or in part, for sites, buildings, or repairs, or for instruction. The money so designated to be set apart for the benefit of the university shall be known as the state university-tax, and shall be, subject only to the state school-tax provided for in Sec. 101, a prior lien on the corporation-tax income during each year.[1]

Sec. 97. Instruction. — Instruction in the university shall be free to all residents of this state, without distinction as to race, sex, or sects, and, so far as can be done consistent with the proper provision for residents of this state, residents of

[1] This tax, instituted ten years ago, now provides for the annual needs of the university, and so far has increased in productiveness about as fast as the university work has expanded, except for the need of new buildings. Since the abolition of the general state property-tax, it is now necessary to set aside an equivalent amount from the corporation-tax income. Due to the elimination of delinquencies, this change will give the university a slightly larger sum. Education being one of the most important obligations of this state, the university tax-appropriation, like the state school-tax, is made a preferred claim on the corporation-tax income.

other states and countries shall be admitted on the same terms. The regents may, however, authorize the faculty to impose a general matriculation fee, or such laboratory, gymnasium, breakage, or other similar fees as may wholly or in part cover service and the cost of materials consumed in the work of instruction.[1]

Sec. 98. Scope of instruction. — The university shall include the following colleges and schools, with their necessary subdivisions: —

1. The college of liberal arts.
2. The school of fine arts.
3. The school of history, economics, and social sciences.
4. The school of business administration.
5. The state teachers-college, or school of education.
6. The school of pure science.
7. The college of engineering.
8. The college of agriculture.
9. The school of household arts.
10. The school of library science.
11. The school of law.
12. The school of medicine.
13. The school of veterinary medicine.
14. The school of pharmacy.
15. The graduate school.
16. The summer session.
17. The university-extension division.

Additional schools[2] may be created by the regents, on recommendation of the president, as the needs of the university may require and the funds of the university may permit.

[1] These are mere service charges, are all small in amount, and it has been felt to be wise to retain them. The amounts produced are of less importance than the moral effect on the students paying them. The large number of small scholarships in existence cover most cases of special need and merit.

[2] All of the above are now well-organized parts of the university, and their enumeration merely shows the present scope of the instruction offered, and does

Sec. 99. State University the standard. — The University of Osceola shall serve as the standard for the accrediting by the state board of education of universities and colleges [1] in this state, in other states, and in other countries, as provided for in Sec. 7, subdiv. 4 of this Code. While institutions elsewhere need not be so extensive, the standards maintained in the work which they do must be approximately equal to those maintained in this state if degrees from such are to be accepted as meeting the academic or professional requirements for certificates to teach and to practice the learned professions in this state.[2]

not preclude the development of new divisions by the regents, as future needs may seem to require.

[1] The standards for entering the learned professions, and the examinations for the same, are not considered in this School Code, as they are provided for elsewhere in the laws of this state.

[2] It is the intention here that, while interstate recognition of training shall be a prominent feature of the work of Osceola, the standards for admission to the professions in this state shall not be lower to those coming from other states than for the residents of this state.

TITLE III. SUPPORT OF THE SCHOOL SYSTEM

CHAPTER VII. FUNDS AND TAXATION

Article 18. State Aid

Sec. 100. The state school-fund.—The school-fund of this state shall be as defined in Sec. 7 of the constitution of Osceola, and its management, investment, and use shall be as there defined. The net income from such fund shall constitute a reserve fund,[1] to be apportioned by the state department of education, as provided for in Sec. 116 of this School Code.

Sec. 101. State school-tax. — The state board of education shall, each year, at its annual meeting in August, by formal resolution, notify the state controller of the number of pupils who have been in average daily attendance in the public schools of the state during the preceding school year, and, on the receipt of such resolution, the state controller shall direct the state treasurer to set aside, from the corporation taxes then or thereafter paid into the state treasury,[2] an amount which shall be equal to $20 for each pupil in average daily attendance during the preceding year,[3] as reported to

[1] This fund, somewhat less than $3,000,000 in all, is not large enough to be of any real value except as a special-aid reserve-fund. The former distribution of income on census, which averaged $1.89 per census child to all districts, was of little real value in aiding education in this state, as most of the money went to the districts and counties needing it least, and left the inequalities existing after its distribution greater than before.

[2] The term state school-tax is retained, because of its long use in this state, though the recent change from a direct state-tax to an indirect corporation-income-basis for state taxation makes this change in method necessary.

[3] This gives a very definite tax, and one directly proportional to the growth of the schools. It is as great an improvement over the old mill-tax as that was over the former legislative appropriation.

the state department of education by the different county boards of education. This total amount shall be a prior lien on the income from the corporation-taxes, and shall come ahead of any appropriations made from such income by the general assembly.[1] This amount, when so set aside, shall be known as the state school-tax, and, together with the net income from the state school-fund, shall be placed to the credit of the state department of education, for apportionment by it to the school corporations of this state, as provided for by Chap. VIII of this Code.

Sec. 102. State board expenses. — The state school-tax provided for in Sec. 101, together with the income from the permanent state school-fund, shall be apportioned to the different school corporations of the state, as provided for in Chap. VIII of this School Code, to be used by them in the maintenance of schools. The expenses of maintaining the state department of education, the state normal schools, the state library, and the state museum shall be included in the biennial budget provided for in Sec. 7, subdiv. 13 of this Code, and the same shall be covered by legislative appropriations.

Sec. 103. Average daily attendance defined. — Acting on the recommendation of the commissioner of education, the state board of education shall adopt and publish uniform rules and regulations, under which the different school corporations of this state shall calculate and report their average daily attendance for all classes of schools.[2]

Sec. 104. Local school-funds. — Any local permanent

[1] This was deemed to be a necessary safeguard, to insure enough money being left to pay the state school-tax.

[2] This is to insure uniform reckoning throughout the state. The state board is given this authority, instead of it being defined in the law, so as to permit changes to be made as changing needs may seem to require, without the need of legislative enactment. So long as the rules are uniform for all the basis may be changed without injury.

funds for educational purposes, existing at the time of the adoption of this Code, shall continue under the terms and conditions of their original grant, and county and city school-district boards are authorized to accept and manage any funds which may, in the future, be given to either type of school-district for the furtherance of any educational purpose within the provisions of this Code, or in harmony with the spirit of the constitution and school laws of this state.[1]

Article 19. County Taxation

Sec. 105. County school-tax. — Each county board of education, at its regular meeting in August of each year, shall, by resolution, notify the board of county supervisors for the county of the total number of pupils in average daily attendance in all schools of the county during the preceding school year, calculated according to the rules and regulations published by the state board of education. On receipt of such resolution, the board of county supervisors shall, at the time for levying the county taxes, levy an amount which shall equal $20 for each pupil in average daily attendance in all of the schools of the county the preceding year, as reported by such resolution, and calculated as follows: —

They must first deduct fifteen per cent from the equalized value of the last general assessment roll of the county for delinquencies, and the amount required to be raised by the remainder of the assessment roll is the rate to be levied, but if any fraction of a cent occur, it must be taken as a full cent. This tax shall be known as the county school-tax, and the proceeds from it shall be apportioned to the different school-districts within the county, as provided for in Chap. VIII of this School Code.

[1] There are but few such local funds, and mostly in cities, and for special purposes. It is desirable to encourage any others, as some of those now in existence are of great value as stimulants to better work.

Article 20. District Taxation

Sec. 106. Estimating the district tax. — The governing board for each school-district, city or county, may vote to levy additional district-taxation for further maintaining the different educational institutions under their control during the ensuing year, for extending the school facilities, for the purchase of sites and the erection of buildings, or for any other purpose authorized by law and within the limits [1] set by law, and under the following conditions: —

(1) Each board shall each year prepare, or cause to be prepared, a budget of the necessary expenses for: —

(*a*) *School-maintenance fund.* — Maintaining the different playgrounds, free-libraries, schools, and other educational institutions in the school district for at least as many months as is required by law, including all ordinary operation and maintenance charges; [2] maintaining the administrative and supervisory organization, and offices for the district; [3] and the cost of needed extensions of the instructional work of the schools.[4] This shall be known as the school-maintenance fund.

(*b*) *Building and repairs fund.* — The cost of all important repairs to and alterations in the existing school plant; of new permanent equipment; and of all new sites and buildings, or extensions to old sites and buildings, and not to be covered by bonded indebtedness. This shall be known as the building and repairs fund.[5]

[1] See Sec. 109, further on.

[2] This should include the cost of instruction, including teachers' salaries, books, and supplies; and operation and maintenance charges, such as fuel, insurance, freight and drayage, light and power, water and telephone, janitor service, and the general upkeep of buildings and grounds.

[3] The cost for supervision, administration, office expenses, census, elections, and attorney fees properly belong here.

[4] This should mean new instructional work, — not buildings.

[5] This should include new buildings and additions to old buildings, sites, new equipment, and new furniture. The United States bureau of education standard forms are to be followed. (See Sec. 7, subdiv. 2.)

(2) As careful estimates as can be made shall then be made of the probable income for the year from the state school fund and tax, and from the county school-tax, as well as from any district educational funds which may exist, or from the sale of property belonging to the district.

The state board of education shall define, by general rule, the items which shall be included in estimating each of these funds.

(3) The estimated income from the different funds and taxes shall then be deducted from the estimated maintenance-fund needed, and the remainder, together with any amounts needed for the building and repairs fund, shall be the amount to be certified for levy.

Sec. 107. Subdistrict taxes. — Any first-class attendance-subdistrict may, as provided for in Sec. 45, subdiv. 2 of this Code, vote to have levied a subdistrict tax, for the extension of the material equipment or the educational facilities within the subdistrict.[1]

Sec. 108. Certifying district taxes for levy. — Subdistrict taxes, if any are levied, must be voted by the subdistricts at the June school elections, and the certificate of the results of such election shall include a certificate of the tax voted for levy. All city school-districts must, by resolution, certify to the proper county board of education, as provided for in Sec. 45, subdiv. 8 of this Code, and not later than August first of each year, the additional district taxes needed properly to maintain their schools. Each county board of education shall, at its regular meeting in August, certify to the county board of supervisors the amounts of all subdistrict and dis-

[1] It will not be often that subdistrict taxes will be voted, as the state, county, and district school-moneys should be sufficient to properly maintain the schools, but it was thought advisable to permit attendance-subdistricts to levy taxes for additional educational facilities, beyond what could otherwise be provided, if the people by vote should decide that they wanted to do so.

trict school-taxes certified to it as having been voted, together with any additional county-district school-taxes deemed necessary by it.[1]

Sec. 109. Levy, and tax limits. — All taxes so certified to the county board of supervisors shall be levied on the property contained within the school district or attendance-subdistrict voting to levy the same, and, when collected, shall be paid into the county treasury and placed to the credit of the school-district or attendance-subdistrict on which the tax was levied,[2] to be paid out by said treasurer as provided in Sec. 117 of this Code. All such district or attendance-subdistrict taxes shall be levied by the county board of supervisors, at the time of levying the county taxes, and according to the same methods outlined in Sec. 105 for the levy of the county school-tax; *provided, however*, that attendance-subdistrict taxes for any or all purposes shall not exceed $2\frac{1}{2}$ mills for any subdistrict in any one year; and that district taxes levied by any city or county school-district shall not exceed 4 mills for the maintenance fund, 3 of which shall be for schools and extension-work, and 1 for books and free-libraries, or 4 mills for the buildings and repairs fund, not including the county school-tax, and except as provided for in Sec. 129 of this Code for building purposes.

[1] The act of levying all taxes rests naturally with the county board of supervisors, but the determination of the amounts needed, within the limits set by Sec. 109, rests with the different governing school boards only, and it is intended that over this the board of supervisors shall have no control. This naturally deprives them of the chance to play politics by cutting the school-tax. Even the county board of education cannot change the amounts levied by attendance-subdistricts or city school-districts, if within legal limits, its function being merely a recording and coördinating one.

[2] That is, district and attendance-subdistrict taxes shall belong to the districts or attendance-subdistricts paying them, and may be expended on their order. The county school-tax, on the contrary, is levied equally on all property in the county, and is apportioned according to a definite plan to the different districts, and in proportion to the educational effort made by each.

Sec. 110. Fiscal year. — The fiscal year for all school-districts in this state shall begin on the first day of July and end on the thirtieth day of June of each year, and all attendance-subdistrict, district, county, and state school-returns shall be made on this basis.

CHAPTER VIII. APPORTIONMENT OF FUNDS

Article 21. Basis of Grants

Sec. 111. State school-fund income. — The annual income from the permanent state school-fund shall be held by the state board of education as a state reserve-fund, to be used to equalize, as far as may be, the educational advantages throughout the different counties of this state.[1] This reserve-fund shall be apportioned to the different counties of the state in the manner provided in Sec. 116 of this article.

Sec. 112. Apportionment of the state school-tax. — Immediately after the first day of December and May of each year, the state treasurer shall notify the state commissioner of education, in writing, of the amount of money on hand on that date, and set aside to the credit of the state school-tax. On receipt of such information he shall at once instruct the business division of the state department to apportion an amount to the different counties of this state equal to the largest even number of dollars per pupil in average daily attendance the preceding year which such sum represents, reserving any amount represented by fractions of a dollar for apportionment in May.[2] The apportionment shall be

[1] That is, the fund is now to be used to aid those most who have the least, and are in the greatest need of extra aid.

[2] This is merely for convenience in estimating the May apportionment. A sum equal to $20 is required to be set aside. As it is not a tax to be collected, but an apportionment from revenue paid in, there can of course be no delinquencies. If, then, in November, the amount in equals $14.6247 per pupil in average daily attendance, the apportionment will be for $14 even, which of course means that the May apportionment will be for $6. In other words, the December apportionment would be seventy per cent of the whole amount to be received.

made in accordance with the provisions of Sec. 113 of this article. When the apportionment has been approved by the commissioner of education, a copy of the same shall be forwarded to the state treasurer, who shall at once draw his warrant in favor of the different county treasurers for the amounts so apportioned to their counties. A detailed apportionment sheet for each county shall be forwarded to the county superintendent of education for the county.[1] With the apportionment made in December, a statement shall also be made to each county superintendent of education and to each county treasurer, stating what proportion of the whole amount of $20 per pupil in average daily attendance the preceding year the December apportionment represents.[2]

Sec. 113. Basis of apportionments. — The state school-tax shall be apportioned to the different counties in this state, and according to the following method: —

I. *Teacher grants.* — To be paid on the basis of actual employment, as certified to the state department of education by each county board of education, though any county failing to provide for the educational reorganization required by Art. 6 shall be subject to the penalties of Sec. 31 of this Code. What constitutes full-time and half-time teachers shall be determined, by general rule, by the state board of education.[3]

[1] The treasurers are interested only in totals, while each county superintendent needs to know the details of the apportionment made, as he is required to duplicate all state grants made in apportioning the county school-fund.

[2] So that future apportionments and per capita on attendance grants may be calculated, and also so that the county treasurer may anticipate income, if necessary, as provided for by Sec. 119.

[3] The purpose kept continually in mind in arranging these specific grants was that of stimulating communities to additional educational effort, by offering a series of premiums for new and additional undertakings. If it is argued that the cities only have special branches and courses of instruction, and hence will be aided under the plan beyond their proportion, the answer is that town and country children deserve equally good educational advantages and that, under the new county reorganization plan outlined, and with the county-unit for school administration and definite premiums placed on new efforts, there is no

(1) For each county or city superintendent of education employed within the county, one-third of the salary paid such, up to a maximum state grant [1] of . . . . $1200.

(2) For each county or city school-health-officer, devoting full time to the work of health supervision in the schools, and each full-time county or city attendance-officer, one-third of the salary paid, up to a maximum state grant of . $1200.

(3) For each assistant-superintendent in either city or county, and each supervising-principal who has his full time free for the supervision of instruction, one-third of the salary paid such up to a maximum state grant of . . $600.

(4) For each full-time supervisor of a special subject of instruction, whose work is primarily to teach and guide teachers; each supervisor of playgrounds; and each superintendent of school attendance . . . . $400.

(5) For each full-time school-nurse employed . $300.

(6) For each full-time teacher employed in elementary-schools, including kindergarten teachers, teachers of special subjects or classes, or teachers in special types of schools, and school-playground directors. . . . . $250.

(7) For each full-time teacher employed in regularly organized intermediate schools, or vocational schools of intermediate grade . . . . . $275.

reason why they should not now be provided with them also. Under the old census basis of apportionment no one was paid for anything except getting names on the census lists, and naturally only the cities had energy and money enough to provide the extra educational advantages now made possible for all.

[1] The purpose here, as well as in 2 and 3 which follow, is to stimulate counties and districts to pay good salaries, and thus to attract the best men and women to their service. With a state apportionment of one-third, and a county apportionment of equal amount, the tendency will be to materially increase salaries over those now paid, which are far too low to attract men or women possessed of real leadership. For the work outlined under the county-unit system, superintendents of ability will be called for. The increased cost will be more than compensated for by the saving in money resulting from the abolition of the district system and the fees formerly paid district clerks and treasurers.

(8) For each full-time teacher employed in a secondary school . . . . . $300.

(9) For each full-time evening-school teacher employed; each full-time teacher employed for half a year; and each half-time teacher employed; — one-half of the above grants.

(10) For each vacation-school teacher, and each vacation-playground assistant employed, for each week of employment [1] . . . . . $8.

II. *Extra school grants.* — To be paid for the maintenance of each school which complies with the requirements for approval for such grants, as fixed by general rule by the state board of education.[2]

(1) For each year of secondary-school instruction, not less than two nor more than six in number,[3] and meeting the conditions for approval for such grants, $100 extra for each year of instruction so maintained, in each secondary-school.

(2) For each course, of not less than two years in length and meeting state conditions for approval, maintained in industrial work, household-economics, or agriculture, in addition to other courses of instruction.[4]

(*a*) In an intermediate school . . . . $100.

(*b*) In a secondary-school . . . . . $125.

[1] The purpose here is to stimulate length of service, and also to permit the taking on of additional assistance during the busier months.

[2] These grants are in recognition of the increased cost of such schools over the typical elementary-school, and have also been provided in part from a desire to stimulate the formation of such schools and the addition of such courses of instruction.

[3] A consolidated school of less than three teachers is likely to be too small to be of any real value; for all above six teachers it was felt that the school did not need additional help. This extra grant will, with county doubling of the grant, practically pay for the transportation provided, leaving all other funds free for providing a better and a richer course of instruction.

[4] This aids any type of secondary-school, from the two-year rural secondary-school, in connection with a consolidated school, to a six-year city secondary-school, and directly in proportion to the number of years of instruction provided. For definitions as to what these terms include, see Sec. 79.

(But one course to be approved for grants in each of the three groups of subjects.)

(3) For each properly equipped county school of agriculture, industrial work, and household-economics, of secondary-school grade, and providing approved instruction in these subjects, and not to exceed one grant to a county for such a school, $500 for each year of instruction maintained, not less than two nor more than four in number.[1] This grant is to be in lieu of any extra school grant, under the provisions of this subdivision.

(4) For each city industrial or trade school maintained, and providing approved instruction preparatory for the industries, vocations, or trades, $400 for each year of instruction maintained, not less than two nor more than four in number.[2] This grant is to be in lieu of any extra school grant, under the provisions of this subdivision.

(5) For maintaining an approved course for the training of teachers for the rural schools of the county, in connection with a four-year secondary-school course in a county school of agriculture, industrial work, and household-economics, and given in the fourth, third and fourth, or graduate year of such a course, an additional grant of[3] . . . . . $500.

(6) For each approved city normal school maintained in a city school-district of the first class, as permitted by Sec. 49 of this Code, a grant of . . . . . $1000.

(7) For each parental-home school maintained by a city,

[1] This grant, in distinction from the preceding, places a premium on the newer and most costly courses of instruction.

[2] In recognition of the still greater cost for such instruction in special schools, this gives a still larger grant to such schools.

[3] This is the proper place to train teachers for the second grade elementary-teacher's certificate, and aid for such high-school teachers' courses is only given when such courses are in connection with a county secondary-school of agriculture and domestic science. This makes a total state grant of $3000, which such schools may earn, as against a total of $2500 for other type secondary-schools. This is in recognition of their greater maintenance cost.

county, or city and county school-district combined, an extra grant of . . . . . $800.

III. *Library and book grants.* — To be paid to counties and cities maintaining free public-libraries, under the supervision of the educational department, and under conditions to be prescribed by the state board of education.[1]

(1) To each city maintaining a free circulating city library and to each county maintaining a free circulating county library, a grant of one-third of the cost of maintenance, up to a maximum state grant of . . . . . $1200.

(2) For each branch county library maintained, with a full-time librarian in charge . . . . . $250.

(3) For aid in the purchase of free text-books, supplemental books, and school-reference libraries, a grant of, for each class-room teacher employed: [2] —

$20 for each elementary-school teacher,

$25 for each intermediate-school teacher, and

$30 for each secondary-school teacher.

Evening-school and part-time class-room teachers to be counted as fractional teachers, for the time employed.

IV. *Consolidated-school grants.* — For each consolidated-school maintained, an extra and additional grant of $150 for each teacher employed therein, not less than three nor more than six in number.

V. *Attendance grants.* — [3] The remainder of the state

[1] The state and county library system now becoming a part of the educational system, as well as the state museum, special aid is now granted for the county library system and the branch county libraries. As some of the city libraries of the state are also a branch of the school department of the city, all city libraries have been included in the grant, but not branch city libraries.

[2] The grants under 1 and 2 above are for the maintenance and extension of the public library system, while the grants under this subdivision are to aid the schools in providing free text-books and special-reference libraries.

[3] This will be the remnant of the $20 per-pupil tax, after making all of the above grants. Calculations made indicate that the amount will be about $3 per pupil.

school-tax, after the above specific grants have been set aside, and after the building subsidy directed by Sec. 133 of this Code shall have been set aside, shall be apportioned to the different counties in this state in proportion to the number of pupils who have been in average daily attendance in the public schools of each during the preceding year.

In making the December apportionment to the different counties, all of the above grants shall be made in approximately such proportion to the whole grant as the sum then to be apportioned shall bear to the whole sum to be received and apportioned, the full amount of all grants being completed in the May apportionment.[1]

Sec. 114. Division of the state apportionment. — On receipt of each state apportionment by the county treasurer he shall at once notify the county superintendent of education, who shall immediately direct the division of each between the different city school-districts of the county and the county school-district, as follows: —

(1) All teacher grants shall be apportioned to the school district in which the teacher, on whom the grant was made, was employed.

(2) All extra school, library, book, and consolidated-school grants shall be apportioned to the school-district maintaining the school, library, or consolidated school, or employing the teachers on whom the book grants were made, and, in the case of a school or library maintained by two or more school-districts, the grant shall be divided in proportion to the relative support given it by each.

(3) All attendance grants shall be divided among the city and county school-districts in proportion to the number of

[1] The object of this is to provide some state and some county attendance money, which can be used for other purposes than can the grants made under the provisions of I and II. (See Sec. 118.)

pupils accredited as having been in average daily attendance in the public schools in each.[1]

Sec. 115. Apportionment of the county school-tax. — The proceeds of the county school-tax shall be apportioned among the different city school-districts of the county and the county school-district, according to the same method provided for the apportionment of the state school-tax to the different counties, by Sec. 114 of this Code.

Sec. 116. Apportionment of state school-fund income. — The income from the permanent state school fund, designated by Sec. 111 as a state reserve-fund, shall be apportioned each year in May, and according to the following plan: —

(1) The fund shall be used, first, to increase the residue of the county school-tax, left for apportionment on the basis of average daily attendance (V), in those counties where the residue of the county school-tax equals a smaller per capita sum than that received from the similar residue of the state school-tax, and in such a manner as to level up, as far as can be done, all such county attendance-grants, beginning with the lowest, to the level of the per capita attendance-grant made to each county by the state;[2] *provided, however*, that if any county shall fail or refuse to provide for the county educational reorganization, as directed by Art. 6 of this Code, it shall be subject to the penalties provided for by Sec. 31 of this Code.[3]

[1] This form of division divides the grants between the cities and counties as earned. The specific grants are not for the salaries of specific teachers, but go into the general maintenance-fund, subject to the provisions of Sec. 118.

[2] Under the new plan of county educational reorganization, provided for in Art. 6, this will work out well. All counties will not be able to reorganize as economically as others, and some counties will also employ relatively more teachers (that is, will do more for their children) than will others. In either case the amount left for the average-daily-attendance grants will be less, and the state now proposes to level up such counties as a return for the greater educational efforts made by them.

[3] Such counties do not deserve any additional aid.

(2) After all counties have had their county per capita average-daily-attendance grants made equal to the state per capita average-daily-attendance grants, any remaining state school-fund-income may be used by the state board of education to further increase the average-daily-attendance grants of such individual county or city school-districts as may, in the judgment of the state board of education, be temporarily or permanently in need of extra assistance from the funds of the state.[1]

Sec. 117. County treasurer treasurer for all school-districts. — Each district shall be notified at once of the amounts so apportioned to it, and the secretary [2] of the county board of education and the county treasurer shall each place all such sums to the credit of the district to which they belong, but all such sums, as well as all district and subdistrict taxes levied and collected, shall remain with the county treasurer, to be paid out by him on a proper warrant, drawn by the proper district school authorities, and approved for payment by the secretary of the county board of education.

Sec. 118. Use of funds. — All school moneys received from state sources, as well as all moneys received from the proceeds of the county school-tax, must be apportioned to the school-maintenance fund, and must be used only for the purposes specified in Sec. 106, subdiv. 1, *a*. An amount equivalent to the state and county teacher-grants (I), the state and county school-grants (II), and the state attendance-grants (V) combined, must be used only for the salaries of teachers and school officers, until after the minimum term of school allowed by law has been maintained by the district in all of its

[1] Fire, flood, or pestilence are temporary conditions which may necessitate temporary extra aid, while lower valuations, due to the absence of real wealth, as in some of the southern counties of this state, may be permanent conditions necessitating extra aid.

[2] The secretary must also know, as he keeps a set of books for each district, and approves all warrants for payment.

schools; the library grants, as well as any district tax levied for library purposes, must be used for the purposes for which they were granted or levied; while the county attendance-grants may be used for any expense coming under the head of operation and maintenance. After the minimum term required by law has been maintained, any balance in the school maintenance-fund, equal to not over twenty-five per cent of the income from the county school-tax, may be transferred to the building-fund, if so desired, and may then be used for any purpose enumerated in Sec. 106, subdiv. 1, *b*.[1]

District and attendance-subdistrict taxes levied for the further support of schools shall be apportioned to the fund for which such taxes were levied, but the proceeds of subdistrict taxes may be transferred from one fund to the other by vote of the board of directors for the subdistrict concerned, if the county board of education consents.[2]

Sec. 119. County treasurer may anticipate revenue. — Whenever in any school year, prior to the receipt of the state and county school-moneys, any school district in a county shall not have sufficient money to its credit to pay the lawful demands against it, the county superintendent of education shall give to the county treasurer, in writing, an estimate of the amount of state and county school-money which will be apportioned to each fund for such district during the year. Upon the receipt of such estimate, it shall be the duty of the county treasurer to transfer, from any fund not immediately needed to pay claims against it, and to the proper fund, an amount not to exceed ninety per cent of the amount estimated by the county superintendent, and immediately notify the

[1] The purpose of this is to prevent any district, county or city, from cutting down unduly the expenses for salaries and maintenance to accumulate money for the building-fund, which ought to be provided for as a separate item.

[2] These being strictly local and extra funds, this provision was felt to be both wise and safe.

county superintendent of such transfer. The funds so transferred to the school-fund shall be retransferred by the county treasurer to the fund from which they were taken, from the first money paid into the school-fund after the transfer.[1]

Sec. 120. Basis of state apportionment. — All apportionments from the income from the state school-fund or the proceeds of the state school-tax shall be made to the different school districts, county and city, on the basis of their having made the returns as to their schools required by law, having enforced the educational laws and the rules and regulations of the state board of education, made in harmony with law, and having maintained their schools as required by the school laws of this state. Should any school district, county or city, fail to do these things, the commissioner of education may suspend, or order suspended, the apportionment of state funds to which such district may be or may have been otherwise entitled, and must then order a hearing. If convinced that the district has been negligent or wilfully disobedient, or that their failure to properly maintain the school or schools was not due to conditions over which they had no control, such as fire, flood, or pestilence, he shall impose a fine of not less than five per cent of the state apportionment made to such district during the year in question, and may, if conditions warrant, withhold the apportionment entirely. If the funds have been wrongfully used, he shall order their restitution, and shall withhold a sufficient amount of the state apportionment to which the district might otherwise be entitled for the succeeding year to cover such restitution, and, in case the restitution is not made within one year, he shall

[1] This provision is a very desirable one, and will save money. In the past teachers have been compelled to discount their salaries, because there were often no funds available for months, and many of our cities have been paying their teachers the cost of the discount, as an extra. At the same time the different county treasurers have had on hand tens of thousands of dollars in cash, for which there would be no call for months.

declare the withheld portion forfeited. All fines and forfeited apportionments incurred under the provisions of this section shall be transferred to the custody of the state board of education, and shall be added, by them, to the principal of the permanent state school-fund.[1]

[1] In the past there have been no fines, and forfeitures have merely reverted to the general fund for reapportionment the succeeding year. It seemed to the commission that these items, which come from no one but the offending district, should go to increase the principal of the permanent school-fund of the state, and should draw interest forever for the reserve fund.

TITLE IV. ENVIRONMENT AND EQUIPMENT

CHAPTER IX. SCHOOL BUILDINGS

Article 22. Provision of Schools Required

Sec. 121. Suitable accommodations required. — Each school district in the state must provide suitable school facilities and accommodations for all children of school age, as defined in Sec. 63, residing within the district and desiring to attend the public schools therein. Such facilities and accommodations shall include proper school buildings, together with suitable furniture and equipment, and located so as to be reasonably convenient of access; a sufficient number of properly qualified teachers; and courses of study suited to the ages, attainments, and needs of all pupils between the ages of six and eighteen.[1]

Sec. 122. Penalty for failure to provide such. — If any school district shall fail to comply with the provisions of Sec. 121, any five citizens, for whose children suitable and reasonable school facilities and accommodations have not been provided, may file a formal complaint with the county board of education, and may appeal from their decision to the state commissioner of education, as provided for in Sec. 75. On receipt of such complaint the county board of education shall

[1] This means that every city and every county must provide secondary-school facilities for its children. It is not expected that secondary-schools will be maintained in all attendance-subdistricts, even of the first class, but in most first-class attendance-subdistricts two-year secondary-schools will be maintained, and at one or more places in the county a full four-year secondary-school must be maintained. This does not mean that the same kind of a secondary-school must be provided for negroes as for whites, as the instruction may be made to meet the needs of each race, and hence may be different.

grant a hearing, or order an investigation, and, in case their decision is appealed from to the state commissioner of education and he sustains the complaint, after giving due consideration to all modifying conditions which may limit the necessity or the power of the school district to make such provision, he may direct the school district concerned to make suitable and reasonable provisions [1] and may make such orders and impose such penalties, to secure compliance, as are provided for in Sec. 76.

Sec. 123. Use of school buildings. — The board of education for any school-district, or the director or board of directors for any attendance-subdistrict, acting under general regulations to be framed by county boards of education, may permit the use of any school building, at times when the same is not in use for school purposes, for any purpose of an educational nature, or for public meetings, provided such use does not involve the removal of permanent furniture, and provided proper guarantees are given as to the care of the school property.[2] The use of school buildings as community centers is to be encouraged by boards having control of school property.

Article 23. Plans for School Buildings

Sec. 124. State may provide plans. — Any school-district may, after the organization of the division of schoolhouse construction and sanitation, under the state department of education, obtain from such department, as a loan and free of charge, detailed plans and specifications for the

[1] This gives the state commissioner large discretion as to what are suitable and reasonable provisions. Such would obviously be very different for elementary from that required for secondary-school instruction.

[2] This opens the way for making the schools neighborhood centers, and Sec. 132, further on, provides for state aid only for such new buildings as are properly arranged for such use.

erection of school buildings or library buildings of a size and kind suited to the needs of the district.[1]

Sec. 125. Approval of plans. — One set of all plans and specifications for the erection of new school buildings, except in cities of the first class employing a school architect, shall be submitted to the state department of education for approval, before contracts for the same may be legally signed. All plans and specifications submitted under this provision shall be examined by the state department of education, as promptly as possible, to ascertain if the building will be structurally sound, and if in the details of size of classrooms, lighting and heating arrangements, ventilation, swing of doors, hallways, staircases, cloakroom and toilet facilities, and sanitary appliances, it complies with the general regulations for the sanitary inspection and approval of school buildings of such a class, as formulated and approved by the state board of education and the state board of health.[2] If approved, the district shall be notified, and the set of the plans and specifications shall be retained by the state department; if disapproved, the same shall be returned, with a statement in writing as to what changes should be made to make the same conform to state regulations. All plans for the alteration and repair of old buildings within any district must be approved by the city or county superintendent of education concerned.

Sec. 126. Plumbing facilities; outbuildings. — Each school building shall be supplied with good drinking water and some form of approved sanitary drinking-appliance; and all school buildings in city school-districts, except portables, and all new consolidated-schools in county school-districts,

[1] Plans and specifications drawn by any one may be used, the state only offering plans free to those districts desiring to use them.

[2] State approval of plans is here limited to fundamental features, and does not include architecture or arrangement of rooms.

must be supplied with running water, sanitary drinking-fountains, and separate water-closets and urinals for the two sexes, with proper ventilating and plumbing attachments and separate entrances.

In all cases where subdistrict schools or city portables are not so supplied, two suitable and convenient water-closets or privies for each school must be provided, which shall be entirely separate each from the other, with separate means of access, and approaches thereto separated by a substantial close fence, not less than seven feet in height.

Sec. 127. Sanitary surveys; condemnation of buildings. — It shall be the duty of the state department of education, acting through the division of schoolhouse construction and sanitation, to coöperate with county and city school-districts in making sanitary surveys of existing school buildings, and to advise communities as to the types of buildings best suited to their particular needs. Such sanitary surveys may also be made independently, by direction of the commissioner of education. Acting on the reports made as a result of such surveys, the commissioner of education may order that existing buildings be made to conform, within a reasonable time, to the rules and regulations adopted by the state board of education relating to toilet facilities, fire protection, and sanitary conditions.[1] He may also, if conditions seem to warrant such action, order any district to show cause why he should not condemn an existing structure, and, after such showing, may condemn such and forbid its further use for school purposes,[2] if convinced that it is so unsanitary as to be unfit for use, and that the district can afford to provide a better structure.

[1] The power of the state commissioner to order changes is here limited to a very few fundamental requirements.

[2] The power to condemn unfit buildings, while desirable, will naturally be used but seldom, and a hearing is to be given before the order is issued.

Article 24. Erection of Buildings; Bonding

Sec. 128. Letting of contracts. — Before any new school building can be contracted for the money for its erection must have been voted, the necessary tax levied or the sale of the bonds arranged for, the plans and specifications approved by the state department of education, and the contract must be let after advertising and the receipt of sealed bids, as provided elsewhere in the laws of this state for bids on public work. Each county or city board of education shall have charge of the letting of contracts and the supervision of construction for schools within their respective districts. All contractors shall give satisfactory bonds to the board for the faithful performance of their contracts.

Sec. 129. Building by tax or by bonding. — The school authorities of any district may vote to levy a building tax, of not over four mills in any one year, for the purchase of school sites, the erection and repair of school buildings, or the purchase of furniture and equipment for buildings within the district; or, if they deem best, they may vote to submit to the voters of the district, at the annual June school election, or at a special election called for the purpose, the question of levying a higher building-tax, up to six mills,[1] or of bonding the school district to procure the necessary funds for purchasing school sites or erecting new school buildings.

Sec. 130. School-district bonds. — Any school district may vote to borrow money and issue negotiable coupon bonds, up to an amount not exceeding five per cent of the taxable property of the school district, as shown by the last assess-

[1] Many districts have in the past preferred a heavy tax for one year to bonding, and it is desirable that this be encouraged. After the reorganizations required to meet the demands of the county-reorganization law (Art. 6), during which time building expenses will naturally be heavy, practically all county school-districts can provide for all except major needs from the proceeds of a tax, and escape further bonding.

ment roll for county purposes made previous to the school election at which the matter is put to vote, for the purpose of refunding outstanding indebtedness, or bonds heretofore issued, or for the purchase of a schoolhouse site or sites, or building one or more schoolhouses and providing the same with all necessary furniture, apparatus, or equipment, or for any or all of these purposes; *provided*, that all bonds hereafter issued for such purposes shall bear a rate of interest not to exceed six per cent per annum, payable semiannually, that the bonds shall be in denominations of not less than $100 nor more than $1000, that they shall not run for a longer period than thirty years, and that the bonds must be redeemed, serially, beginning not more than five years from the date of issue, and continuing each year until all have been redeemed;[1] and *provided further*, that no bonds can be issued except by a two-thirds vote of those voting on the question at such election, which must have been called and held in the manner prescribed in Art. 8 of this Code.

Sec. 131. Sale and redemption of bonds. — All bonds when properly voted, must be prepared under direction of the school board for the district voting them, and in conformity with the regulations for county bonds, be signed by the proper school officers, and sold by the county treasurer, as provided by law for the preparation, advertisement, and sale of county bonds, and the proceeds of such sale shall be placed in the county treasury to the credit of the school-district issuing the same; and thereafter the county board of supervisors,

[1] This is to insure redemption and a gradual discharge of the indebtedness, and eliminates all bother as to the collection and care of sinking funds, as well as the danger of the diverting of the sinking fund for other purposes, while bonds to be retired serially can usually be sold at a slightly better price. The need of refunding the bonds, at maturity, will never occur under this provision. After the bonds are voted and sold, the tax for interest and redemption is levied and collected and the payments made without any action by the board of education.

at the time of levying the county taxes, shall levy a tax on all the property in the district voting the bonds of an amount sufficient to meet the interest and serial repayments on said bonds, and the county treasurer shall see that such payments are made as they become due and are presented for payment.

Sec. 132. Acquirement, sale, and title to school property. — The school authorities for each school district shall hold the title to all school property within the district; may purchase and sell school sites and buildings, as the needs of the school-district seem to indicate as wise; and in the acquirement of school property shall have the right to acquire property needed for school purposes, under the laws of eminent domain, and as provided elsewhere in the laws of this state for the condemnation of property for state purposes.

Sec. 133. State aid for consolidated buildings. — To assist county school-districts better to effect the educational reorganization required by Art. 6 of this Code, the state board of education may grant to any county school-district, for a period of five years from the first day of July, 1915, an amount equal to ten per cent of the actual cost of erecting any consolidated school building in the county school-district, not including the cost of the site, or furniture, and not to exceed a state grant of over $2000 for any one building; *provided* that the same is located according to an approved plan for county educational reorganization, as provided for in Sec. 30 of this Code; and, *provided further*, that the same shall have been erected according to plans approved by the state department of education, conforms to the state requirements as to a community-center school building, and contains at least three schoolrooms, a laboratory, an assembly room, a room in which a branch county library may be installed, and proper sanitary appliances, and has a site of at least five acres of land. For this purpose, as well as for the purpose of the aid provided for in the following section, the state board of

education shall first cause to be set aside, from the proceeds of the state school-tax provided for by Sec. 101 of this Code, a sum of one million dollars a year for four years, beginning July 1, 1914. Any balances on hand at the close of any year are to be carried over to the following year, and any residue of this fund of four millions of dollars, not so used for building subsidies by July 1, 1920, shall be then added to the principal of the permanent state school-fund by the state board of education.[1]

Sec. 134. State aid for county schools of agriculture. — To aid county school-districts to establish and maintain county schools of agriculture, household-economics, and industrial work, of secondary grade, the state board of education may grant to any county school-district an amount equal to ten per cent of the actual cost for the site and the erection of buildings for one such county school, up to a maximum grant of $4000; *provided*, the same has been built according to plans approved by the state department of education, has a suitable site of at least thirty acres of land, and is provided with proper equipment for the necessary instruction and demonstration which such a school should offer.[2]

[1] Ordinarily school buildings will be paid for by the districts building them, but in recognition of the initial cost of the county educational-reorganization required by Art. 6 of Chap. II, and also with the increased educational efficiency which will result considered, a state grant of $2,000,000 is here made, during a five-year period beginning a year hence, in part to assist county school-districts in carrying the new burden, and in part to help pay for the extra educational facilities required to be put into these new buildings to make of them community-center schools. The state board would naturally make rules and regulations for determining the actual cost of school buildings. It has been estimated that this grant will secure the erection of 1400 to 1500 community-center schools in the different counties in this state.

[2] The state aid granted for this type of school building is partly in recognition of the large initial cost for such a school, and partly to stimulate their establishment by the counties. As the site will be a large item in the cost of establishing such a school, the cost for this may be included here, while not included in determining the cost of the consolidated school.

Article 25. Care of Buildings

Sec. 135. Janitors' certificates. — School-district authorities shall keep the school and other buildings under their care and control in good sanitary condition, and have the same properly heated and ventilated. The state department of education shall arrange, within two years from the date this Code takes effect, for the institution of semiannual examinations for school-janitors' certificates, and, after three years from the date this Code takes effect, only certified janitors shall be employed in any city school-district of the first class, and after five years the same shall apply to all city school-districts of the second class.

Sec. 136. Insurance of school buildings. — Each school-district may insure all of the school and library property under its control, for such percentage of its reasonable cash value as the board of education for such may determine; and, as soon as may be, the state department of education shall proceed to arrange with the different fire-insurance companies, conforming to the laws of this state and the local fire ordinances, whereby a blanket-form of fire-insurance policy may be issued, at reasonable rates, to the board of education for any school-district, to cover all school and library property of the district, and under which each approved and accepted company shall share in any fire losses which may occur on any insured property in the district, and in proportion to the amount the insurance granted such company bears to the total amount placed on all property within the district. The schedule shall also be so arranged for each district that one-third of the policy shall expire each year, so that the insurance premiums will be distributed as a regular annual charge on the districts.[1]

[1] A few cities have been able to arrange for this blanket-form of fire insurance, and at lower rates, and the purpose now is to arrange for such for all city and county districts.

CHAPTER X. HEALTH AND SANITARY CONTROL

Article 26. Health Inspections, and Purpose

Sec. 137. Health supervision and instruction required. — The governing school authorities for each school-district in this state shall, within three years from the first day of July following the taking effect of this Revised School Code, make adequate provision for the physical examination of school children, and for health supervision and instruction in the schools. For this purpose each city and each county school-district in this state,[1] either separately or in combination, shall appoint such a number of health-officers and school-nurses, and fix their compensation, as the needs of the district may seem to require.[2] Whenever practicable, the examining staff for health supervision shall consist of both educators and physicians.[3]

Sec. 138. State certification required. — Each school health-officer shall hold a state certificate, to be issued by the state department of education, authorizing such person to act as a school health-officer in this state. The requirements for such a certificate shall be: —

[1] This merely applies to the smaller cities and county school-districts what has already become an established practice in the larger cities of this state.

[2] This leaves the way open for any combinations found desirable. A county and a city school-district could combine and employ one health-officer, or a county could employ one for the county work alone. A large city, also, could employ quite a staff of health-officers and nurses. The state here merely requires each city and county to provide such supervision, within three years, leaving the extent of the future development to each community.

[3] This differentiation is very desirable. Neither physicians nor schoolmen alone will do the best work; a combination of the two will render the best service.

(1) For physicians, the possession of a state certificate to practice medicine and surgery in this state.

(2) For educators, a first-grade supervisory-certificate, as provided for in Sec. 192 of this Code, together with the presentation of satisfactory evidence that the person has made special professional preparation for and is competent to conduct such work.[1]

All nurses must be graduates of a reputable training school for nurses, and must hold a certificate of qualification known as a registered nurse.

Sec. 139. Purposes of the work. — The purposes of the work shall be both correctional and preventative.[2] Examinations shall be made as often as the governing school board for the district may direct, though not less often than semi-annually. Parents or guardians may be present at the examinations, if they so desire. The work shall include the following: —

(1) The detection and segregation of disease in pupils, teachers, janitors, and other school employees.[3]

(2) An examination for defects of the eye, ear, nose, and throat, and such other physical defects as may appear to be present. A report concerning all pupils in need of medical or surgical attention shall be made to the teacher, or other designated person, and through such to the parents or guardians.

(3) A follow-up system for all cases coming under one and two, by means of the school-nurse.

(4) To secure, by physical examination and the suggestion of lines of treatment, the correction of those developmental

[1] This will limit the educators in the work to the very few who have had good experience and training for the work.

[2] Mere medical inspection is but a minor part of what is here intended; the work proposed has much more important aims than that.

[3] This was the chief purpose of the old type of medical inspection, and is the most important work done in some communities still.

and acquired defects, in both pupils and teachers, which interfere with health, growth, and efficiency.

(5) To help to adjust the school activities to the health and growth needs, and to direct the attention of teachers and school-officers to a study of the hygiene of growth and the hygiene of instruction.

(6) To bring about a study of mental retardation, its causes, and means for reducing the same.

(7) To help teachers in the work of health teaching, with a view to disseminating proper ideas as to the care, nurture, training, and proper development of the children of the state.[1]

(8) To make, at least quarterly, a careful examination of all privies, water-closets, urinals, basements, water supply, drinking facilities, heating arrangements, lighting, ventilation, and the general sanitary condition of buildings and grounds, and to report to the proper authorities all defective conditions found.[2]

(9) To coöperate with the division of child-welfare and the division of schoolhouse construction and sanitation of the state department of education in the making of health and child-welfare surveys, and in the sanitary inspection of school buildings, and with the state board of health in the enforcement of sanitary rules and general laws relating to health.

Sec. 140. Clinical child-psychologist. — Any school-district may, and all cities of the first-class must, after July 1, 1916, employ a clinical child-psychologist for the care-

[1] The subdivisions 4 to 7 inclusive mean the creation of what will be, for most communities, entirely new lines of usefulness, and will call for insight and knowledge on the part of school health-officers, teachers, principals, and superintendents. The division of child-welfare, of the state department of education, will in time prove to be of great assistance in this work.

[2] This work deals with the school plant rather than the school teachers or children, and the division of schoolhouse construction and sanitation, of the state department of education, will naturally be of much assistance here.

ful study of individual and general problems relating to the mental development of the children in the schools, the adjustment of instruction to special needs, and the direction of special-type instruction for children varying markedly from the normal type.

Sec. 141. Examinations of teachers and employees. — After the organization in any school-district of the work provided for in this article, all new janitors, teachers, and supervisory officers shall be required to be examined and approved as in good health by the school health-officer for the district, as a prerequisite for employment, and any janitor, teacher, or supervisory officer, without reference to time of employment, may be requested by the superintendent of education or by the board of education for the district, to submit himself or herself to such physical examination, if there is reason to suspect that such person is suffering from any contagious disease.[1] All such employees may, at any time, be given such an examination, free of charge, on their own request.

Article 27. Sanitary Control

Sec. 142. Contagious diseases. — No person suffering from tuberculosis shall be a pupil, teacher, janitor, or other employee in any public school, unless it be a special school for the instruction of persons so afflicted, and carried on under regulations made for such schools. No person suffering from any contagious disease shall, similarly, be continued as teacher, pupil, janitor, or other employee in any school, during the period of contagion.[2] All pupils prevented from attending school on account of the enforcement of the health or sanitation laws of this state, or by the enforcement of the health

[1] Such examinations of teachers and janitors is a natural corollary of health supervision in the schools. There is no point to providing health supervision for pupils, and then employing tubercular teachers and syphilitic janitors.

[2] This also follows as a natural corollary.

regulations of this chapter of the School Code, are thereby relieved from complying with the provisions of Chap. XVI of this Code relative to compulsory attendance, during the time such pupils are prevented from attending school.

Sec. 143. Vaccination required. — Every child or person who shall enter or be enrolled in as a pupil, or be employed or commence work in, any school, college, university, academy, or other educational institution in this state as a teacher, janitor, or other employee, whether the same be public or private, sectarian or non-sectarian, shall file with the teacher or principal, and the same shall be properly recorded in the teacher's register and in the records of the school health-department, either a certificate signed by a duly licensed and practicing physician, showing that such child or person has been successfully vaccinated (giving the date thereof) within seven years prior to the date when the same shall be filed, or a certificate signed by the health-officer of the board of health, within whose territorial jurisdiction such institution may be located, stating that such child or person has been examined by him and has presented satisfactory evidence to him that he or she has been vaccinated within such period of seven years.

Sec. 144. Exclusion from school. — If, at any time, it shall appear to the board of health having jurisdiction in the district where the school attended by such children or persons is located, or to the state board of health, that there is danger of contagion or infection from smallpox, within the district or subdistrict, either may order the schools to exclude, immediately, all unvaccinated children or persons from any school or schools or other form of educational institution, and they shall be excluded forthwith and continuously from admission to, attendance upon, or service in connection with any such institution, until they have been either successfully vaccinated, or until such time as all danger from contagion

from smallpox shall have ceased within the district or subdistrict concerned.[1]

Sec. 145. General sanitary control. — Each district or subdistrict school board shall exercise such general sanitary control as is directed elsewhere [2] in this Code, in the laws of this state, or by authority of state and local boards of health, and the state commissioner of education shall also exercise such sanitary control over school buildings as is elsewhere provided [3] in this Code.

[1] This modification of the old law is a concession to a small group of objectors. The certificates are supposed to be required, but instead of putting the onus of enforcing the requirement on the school board, in times when there is no smallpox in the region, it is left discretionary with the local or state board of health to order its enforcement, as soon as any danger appears. The parents of children excluded from school for refusal to obey the vaccination laws may be proceeded against under the provisions of the compulsory education law (see Chap. XVI).

[2] See Sec. 64, relating to exclusions from school.

[3] See Sec. 127, relating to the condemnation of school buildings.

CHAPTER XI. TEXT-BOOKS AND SUPPLIES

Article 28. Basis of Supply

Sec. 146. Unit for adoptions. — The unit for the adoption of courses of study, text-books, supplemental books, and school supplies shall be the unit of supervision.[1] Subject only to the provisions of this Code as to subjects of instruction, each city school-district and each county school-district in this state shall form units for the adoption of courses of study, which need not be uniform for all schools within the district, and for the adoption of text-books for use in the schools.

Sec. 147. State approved lists. — The state board of education, acting on the recommendation of the commissioner of education, shall, within one year after this Revised School Code takes effect, prepare a list of approved text and supplemental books from which adoptions shall be made by the different county and city boards of education in each of the school subjects of study, and according to the following plan.[2]

(1) Each publisher, wishing to have any book adopted for use in the schools of this state, shall submit copies of the same to the state commissioner of education, together with a statement in writing of the price at which he will sell such book

[1] As required by the revised constitution of the state, Art. IX, Sec. 13. This eliminates the state uniformity which has prevailed for nearly two decades, much to the disadvantage of the schools.

[2] This is a plan to keep down the prices to about the same which prevailed under the old state uniformity. It is expected that the list will be a large open list, containing any good book on any school subject. The purpose of the approved list is primarily to regulate prices.

to any city or county school-district authorities in the state, and a brief setting forth the merits and usefulness of the book in question.

(2) The commissioner of education shall direct an examination to be made as to the prices at which such book is sold in other states in the Union, and shall submit the book, offer, and brief to the heads of the proper divisions of the state department of education for an opinion as to the desirability of placing such book on the list of books approved for adoption in this state.

(3) If the nature and quality of the book, and the price at which it is offered, meet with his approval, he shall then recommend to the state board of education that such book be placed on the approved list, at the price agreed upon.

(4) If the state board of education approves the recommendation, at the price offered, they shall then direct the secretary and business manager to enter into a contract with the publishing firm to sell such book to the governing board for any city or county school-district in the state.

(5) On the proper execution of the contract, the state commissioner of education shall notify each county and city board of education of said approval, with the price which is to be paid, after which any book so authorized may be adopted for use by any school-district in this state.

(6) The state board of education may, similarly, add other books to the list, from time to time, and, for cause, may remove any book so adopted from the list.

(7) Private or parochial schools may purchase books adopted for use in the schools of this state on the same terms as public-school corporations.

Sec. 148. Books to be furnished free. — Each county or city board of education shall adopt, from the authorized lists, such books as it needs for use in the schools, either as regular texts or as supplemental books, and shall purchase the same,

in such quantities as may be needed, for use in the schools of the district.[1] The same text need not necessarily be used in all schools of the district. All regular text-books, both in day and evening schools of elementary or secondary grade, shall be loaned to the pupils free of charge, subject to such general rules and regulations as to their care as the superintendent of education shall have approved, in accordance with the provisions of Sec. 24, subdiv. 4, of this Code. Any parent who desires to do so may purchase one or more of the books used by his child from the board of education, at cost. The regular text-books may be changed at the close of any school term or year, as the board of education may direct.[2]

Sec. 149. Free school supplies. — Each county and city board of education shall also furnish, free of any charge, and in sufficient quantities to meet the needs of instruction, all chalk, ink, pencils, pens, penholders, writing and drawing paper, soap, sanitary towels, and toilet paper; all ordinary equipment for instruction in drawing, kindergartens, manual training, and household economy; and in agricultural, industrial, and scientific work. In such instruction, where large pieces are to be made and taken home and kept, pupils may be required to pay the cost of the raw material used; and in laboratory instruction, a breakage fee [3] may be charged.

[1] There is also no further need for time-periods in adoptions. It may be presumed that text-books once bought will be used until they are worn out, and this is more likely to be too long rather than too short a time. A regular text in geography may last four or five years; a reader may be badly worn in two or three. A uniform time limit is not desirable, and with free text-books and local adoptions is no longer necessary.

[2] With free books, which is new, and the county-unit for administration, the need for uniformity entirely disappears. There is no educational reason for general uniformity, either in courses or in texts.

[3] It was felt by many that this fee, especially in the secondary-schools, should cover materials also, but it was decided not to include such, as too often even small fees tend to keep students from studying the sciences. Too many now study the book subjects, and too few the sciences.

TITLE V. THE TEACHING FORCE

CHAPTER XII. THE TRAINING OF TEACHERS

Article 29. The State Normal Schools

Sec. 150. Schools and purpose. — The five state normal schools now in existence, located at Huron, Rocky Ford, Cayuga, Miami, and Council Crest, are continued as the five state normal schools for this state. These schools shall be maintained for the purpose of training persons to teach in the rural, town, and city elementary schools of this state.

Sec. 151. To whom open. — The basis for admission to each of the state normal schools shall be the same, and shall be graduation from a four-year secondary-school course, based, in turn, on the completion of an eight-year elementary-school course, or equivalent instruction. Any resident of this state, not less than seventeen years of age, shall be entitled to admission, and residents of other states may be admitted under conditions to be laid down by general rule by the state board of education.

Sec. 152. The course of instruction. — The regular course of instruction shall be two years in length, in all departments, except that an additional year in industrial and vocational lines, and a shorter course for experienced teachers and for college graduates who desire to enter, may be provided by any school desiring to do so. Any school may also provide courses in kindergarten training. Work in some forms of industrial education, household-economics, and agriculture, as defined by Sec. 79 of this Code, shall be offered in each school as a part of the regular two-year course. The state

board of education shall have power to standardize the courses of instruction offered.

Sec. 153. Government of each school. — Of the present boards of trustees for each school, the five appointed members shall remain, and the *ex-officio* members [1] shall retire. As the terms of the appointed members expire, the governor shall, each year, appoint a successor, for a five-year term. He shall also fill all vacancies which may occur in any board, for any cause, and for the unexpired term. The commissioner of education shall be notified of all meetings of each normal-school board, and both he and the principal of the school shall have the right to attend, and to speak on any question under consideration, but without the right to vote. Each board shall elect a president of the board from among its own membership; the principal of the school shall act, *ex-officio*, as secretary of the board; [2] and each board shall designate a bank to act as treasurer. Each board shall meet at least three times each year, and at such other times as they deem necessary. The actual expenses of each member in attending the meetings shall be audited and paid from the general fund appropriated for the maintenance of each school.

Sec. 154. Powers of boards of trustees. — The board of trustees for each state normal school shall have the following powers and duties: —

(1) To elect a principal for the school, for four-year terms, and to fix his compensation, which shall not be reduced during his term of office. He shall have the initiative

[1] The governor and the superintendent of public instruction have been *ex-officio* members of all five boards in the past, but have seldom attended the meetings. Under the new plan each board is reduced to five working members, with the commissioner of education privileged to attend, and participate in conference.

[2] This gives the principal an official connection with the board, and puts him into more intimate touch with their work. His secretary can do most of the purely clerical work for him.

in the nomination of all teachers and other assistants for appointment, promotion, and dismissal, the board determining the salaries to be paid. He shall also have the initiative in all matters relating to the courses of instruction.[1] He shall also be held responsible for the discipline and the successful conduct of the school.

(2) To fix the salary of all employees, of whatever kind, and to apportion the expenditure of all moneys appropriated for the support and maintenance of the school by the general assembly, and all moneys received from any other source.

(3) To have general charge of the maintenance of the buildings and grounds of the school; the erection of new buildings, or the extension of the school plant, as authorized; and to authorize the purchase of furniture, apparatus, and equipment.

(4) To prescribe rules for their own government, and for the government of the school.

(5) To maintain, in connection with the work of the normal schools, such model or training schools of the elementary-school grade, or the elementary- and intermediate-school grades combined, as may be needed.

(6) To keep a record of their official acts, which shall be open to public inspection, and to make an annual report as to the work of the board and of the school to the state board of education, embodying such information as they or the commissioner of education may direct.[2]

Sec. 155. Graduates entitled to certificates. — Graduates of any state normal school in this state shall be entitled to a

[1] This guarantees to the principal the rights he must possess if he is to administer the school successfully.

[2] This gives to each board enough management to retain their active interest in the school, and also leaves each board enough freedom in the management to enable them to develop schools with some individuality, while at the same time conforming to uniform educational standards as to admission and graduation. The report is to the chief educational body of the state, instead of, as formerly, to a political officer.

teacher's certificate of elementary-school grade in any county in this state, on presentation of their diploma of graduation to the county superintendent of education, as provided for in Sec. 172 of this Code, and valid for such periods as are prescribed by Sec. 173.

Article 30. Local Training-Schools

Sec. 156. County training-classes. — Any county school-district in this state not having located within the county a state normal school, and maintaining an approved county school of agriculture, as provided for by Art 15 of this Code, which offers a four-year secondary-school course of instruction in agriculture, household economics, industrial work, and academic subjects, as provided for by Secs. 81 and 82 of this Code, may provide for a teachers' training-course in connection therewith, for the purpose of training teachers for the rural and small town-schools of the county. This teachers' training-course may be substituted for the fourth year of the other courses, or may be offered as a graduate year of instruction. The course of instruction for the teachers' training-year shall be that approved for such schools by the state board of education,[1] and graduates of such courses, on presentation of their diplomas of graduation, shall be entitled to second-grade elementary-school teacher's certificate, as provided in Secs. 172 and 173 of this Code.

Sec 157. City normal schools. — Any first-class city school-district in this state may establish a city normal school,

[1] Teachers' training-classes in secondary-schools have made but little headway in this state, and the commission did not desire to encourage them. The teachers trained in such courses go to the rural schools, and the proper place to train rural teachers is in an agricultural high-school. Under the county educational reorganization provided for under Art. 6, the demand for teachers of this training will grow smaller after a few years. Not more than half the counties will ever need such training classes in connection with their county schools of agriculture.

provided that the admission requirements and standards maintained are not lower than for the state normal schools; that the course of instruction is not less than two years in length; that the equipment and course of instruction be subject to approval by the state board of education; and that the school be open to inspection by the state department of education. Graduates of such schools may be granted first-grade elementary-school certificates, as provided for in Secs. 172 and 173 of this Code.

Article 31. The State Teachers College

Sec. 158. Location. — The State Teachers College, for the training of teachers for the secondary-schools and supervisory officers for the schools of this state, shall be located at Chippewa Falls, and in connection with and under the control of the regents of the University of Osceola. The regents of the University of Osceola shall biennially present to the general assembly an estimate of the sums needed to maintain properly a teachers college of high grade, and the maintenance of such college, as an integral part of the university work, shall be one of the important functions of the University of Osceola. Graduates of the University of Osceola shall be granted certificates to teach in this state, provided they comply with the conditions prescribed by Chap. XIII of this Code.

Sec. 159. Purpose of the College. — The purpose of the state teachers college shall be to educate and train teachers for the intermediate and secondary schools of the state, and supervisors and supervisory officers for the elementary and secondary schools and for the county and city school-systems of the state, the academic and the professional education of such teachers and supervisory officers to be carried on together.[1]

[1] This makes a clear delimitation in function between the normal schools on the one hand and the university on the other, and gives to each its proper work to do.

CHAPTER XIII. THE CERTIFICATION OF TEACHERS

Article 32. Examining and Certificating of Teachers

Sec. 160. Teachers' certificates required. — No school money shall be paid to any person for any services rendered as a teacher or an assistant teacher, or, after July first, 1917, as a supervisor, principal, or superintendent in any public school in this state, unless such person shall be the holder of a certificate, in full force and effect, and of a grade required for the position; and unless the same shall have been duly registered in the office of the county superintendent of education and validated for the year, as provided for by Sec. 166 of this Code. No person shall be eligible to receive or hold a teacher's certificate in this state who is not at least eighteen years of age, and of good moral character.

Sec. 161. Certificates in force continued. — All teachers' certificates and diplomas in force at the time this Revised School Code takes effect shall be continued in force for the full time for which they were issued, and shall remain valid for the grades for which issued, but not more than two renewals of any such certificate shall be granted, and no renewals of such shall be granted after four years from the time this Code takes effect.[1] Certificates and diplomas previously granted may be changed into the new forms of certificates.

[1] This gives all teachers, not holding permanent or long-time certificates, four years to effect exchanges and to take the examinations in the different subjects required. The purpose is to shift all to the new standards as rapidly as possible, though, of course, the old meaningless "life diplomas" probably will remain.

so far as such may be equivalent, by taking examinations on the additional subjects now required, full credit being given for all subjects that the old certificates represent. The commissioner of education shall issue uniform rules and regulations governing such interchange of certificates.

Sec. 162. A state system of certificating. — The examining and certificating of teachers, after July first, 1915, shall become a state function,[1] and all examinations for teachers' certificates thereafter shall be on uniform questions prepared and sent out by the examining and certificating division of the state department of education, and all papers submitted shall be forwarded to and graded by this division. The county superintendents of education shall act, as directed, and under rules and regulations to be formulated by the commissioner of education, as agents for the state department of education in giving the examinations, transmitting papers and credentials, supplying such information as may be requested, and in transmitting the certificates granted to the applicants.

Sec. 163. Commissioner to determine details. — All details as to all examinations for teachers' certificates, of any kind, the renewal of the same, the granting of such on credentials, and the conditions under which certificates, diplomas, and degrees from other states will be recognized, not provided for in this Code, or specifically given to the state board of education for determination, shall be determined by uniform rule by the commissioner of education; and he shall issue a bulletin containing such information, together with a brief

[1] A state system has been in the process of gradual evolution in Osceola for some time, and state and county examination systems and certificates have existed side by side. This abolishes the county examination systems, and substitutes one uniform state system.

The great labor necessary to establishing such a state system for the certification of teachers as is here outlined, coupled with the large amount of other work incident to the establishment of the new state department of education, made the postponement of the date for one year a necessity.

statement as to the nature of the examinations, the points which will be emphasized in each, and the book or books which best represent the scope and nature of the preparation required.

Sec. 164. Interstate comity. — The purpose of this chapter shall be to emphasize training and competency, to put a premium on growth and efficiency, to reward study and efforts to improve, and to break down artificial barriers against competency.[1] The professional examinations shall be set with these ends in view, and the state board of education shall approve lists of institutions inside and outside of this state, and certificates and diplomas from other states, for acceptance by the state department of education; *provided* that the standards there maintained are not lower than those maintained in Osceola. The state university and the state normal schools of Osceola, and the different certificates provided for in this chapter, shall be the standards for measurement.[2]

Sec. 165. Number of examinations, and fees. — Examinations for elementary-teachers' certificates shall be offered in each county twice each year, in June and in December. Examinations for supervisory-certificates twice each year, at the same times, and examinations for permanent diplomas but once each year, and at such times and places as the commissioner of education may determine. The subjects and requirements shall be as stated elsewhere in this chapter. Certificates on credentials may be issued at any time,[3] on application to the state department of education, and the

[1] This is a new conception in this state, and it was thought desirable to emphasize it in the law.

[2] Obviously, institutions, certificates, and diplomas representing a materially lower standard could not properly be accepted, except for such lower grade of certificate as they might prove to be equivalent to.

[3] This is only one of the many points of emphasis placed on training, rather than upon examinations, by this chapter.

transmission of the necessary fee and the required credentials. This may be done through the secretary of any county board of education. All credentials upon which certificates are granted shall be returned to the applicant, after proper record of the same has been made. A fee of $1.00 shall be charged for each certificate issued on credentials, and a fee of $2.00 for each examination for a certificate or diploma of any kind. The secretary of the county board of education shall collect all fees, and arrange for their transference, as directed, to the credit of the state department of education.

Sec. 166. Registration of certificates required. — All holders of teachers' certificates and diplomas of any kind must, as a prerequisite to being paid for teaching, have such registered and validated for the year, in the office of the county superintendent of education of the county in which the holder expects to teach. In the case of city school-districts, the county superintendent of education may authorize the city superintendent, or some one designated by him, to conduct the registration and validation, the records being transmitted to the office of the county superintendent of schools. No fee shall be charged for such registry or validation, but no certificate or diploma shall be validated for the ensuing year unless the holder thereof has complied with the regulations of Chap. XV, relating to reading-circle work.[1]

Sec. 167. Success schedules. — The state commissioner of education shall make out, and may from time to time revise, such a schedule of items as should, in his judgment, enter into the record and grading in the item of a teacher's success in any city or county school-district. The success form may be somewhat different for different classes of districts, or schools, but shall include such items as teaching power, government,

[1] The registration forms an accurate annual record of certificates, training, and persons entitled to pay, and the validation is to check up the reading-circle work and other evidences of professional growth.

personal and professional qualities, and reading-circle work, and the maximum percentage to be allowed for each shall be determined by the commissioner of education. The grade for reading-circle work shall be determined as provided for in Chap. XV, Art. 38 of this Code. The commissioner shall also determine the success-average which shall be required for the renewal, without examination, of the different types of certificates, and for the consideration of an application from a person, otherwise qualified, for a permanent teacher's certificate.[1]

Sec. 168. Yearly success-grades. — Each county and city superintendent of education, as a result of the year's supervision and inspection of schools, shall annually fill out and sign, in triplicate, such a success-form or certificate for all teachers and supervisory officers under their respective jurisdictions. One copy shall be delivered to the teacher or supervisory officer concerned, one forwarded to the examining and certificating division of the state department, and one filed in the office of the county superintendent of education.[2]

In the renewal of all teachers' certificates without examination, as provided for in Art. 33 of this Code, and on and after July first, 1916, the success-grades issued for the years since the certificate was granted or last renewed, not exceeding the last three in number, shall be added together and averaged, and the certificate shall not be renewed without re-examination in case the success-average for the period falls below the average required for renewal for such grade of certificate, as

[1] It was the feeling of the commission that the certificating and supervising functions should be closely connected, and the success-average was decided upon as the best means of making a definite connection between the two.

[2] This insures a set of perfectly definite records, of which the teacher is cognizant. The giving of such itemized success-grades ought to insure a careful and free discussion of defects during the year. The high value placed on teaching success ought to secure the hearty coöperation of teachers in efforts at personal improvement.

required by the uniform rules governing such renewals issued by the commissioner of education.

In all re-examinations for teachers' certificates, or examinations for certificates or diplomas of a higher grade, the average made on the academic subjects shall count one-third, the average made on the professional subjects one-third, and the success-average one-third. Where no examination on academic subjects is required, the average made on the professional subjects and the success-average shall each count one-half. If the candidate has no success-grade in this state, then the academic and the professional subjects shall each count one-half, or the professional subjects shall be taken alone, as required by the conditions of the examination taken.

Sec. 169. Suspension and revocation of certificates. — For immorality, dishonesty, intemperance, unprofessional conduct, incompetency, or insubordination, any county or city board of education, on the recommendation of their superintendent of education, may suspend any teacher, assistant teacher, principal, supervisor, or assistant superintendent from service, and may also recommend to the state department of education the revocation of the certificate or diploma of such person. In the case of a city or county superintendent of education the board may take such action, by a four-fifths vote, without the concurrence of the superintendent. The grounds upon which the recommendation for the revocation of a certificate or diploma is made shall be stated, as a part of the recommendation. The person concerned shall also have the right to file a statement containing his defense, and the commissioner of education may order such investigation as he may deem necessary or desirable. If he approves the recommendation, the certificate or diploma shall be revoked, and the person dropped from the service.

Article 33. Forms of Certificates Granted

A. Kindergarten Certificates

Sec. 170. Basis of granting. — A kindergarten certificate, valid to teach in any kindergarten in this state, may be issued to: —

(1) Any one who has completed a secondary-school course; or who has been graduated from a county teachers'-training-class, or a state normal school; or who has taught for one year on at least a second-grade elementary-school certificate; and

(2) Who, in addition, has completed a kindergarten training-course in a state normal school, or a kindergarten training-school approved by the state board of education, and who presents credentials evidencing competency to direct a kindergarten class.

Such certificates shall be granted, at first, for a two-year period, and then, if the holder proves to be a successful kindergartner, as determined by the success-grades filed, the certificate may be renewed, without examination, for three-year periods, so long as the holder continues to be a successful kindergartner, as shown by the success-grades.[1]

Sec. 171. Permanent kindergarten certificate. — A permanent[2] kindergarten certificate, valid for life in any county or city school-district in this state, may be granted, on application to the commissioner of education, to any kindergarten teacher: —

(1) Who has taught for not less than seven years, as defined

[1] Here, as elsewhere throughout this chapter, renewals are based on evidence of continued or increasing success and growth, and not on possession and a desire to retain the position.

[2] The term permanent certificate was chosen here and elsewhere throughout this chapter, instead of life diploma, to distinguish the new form, based on success and evidence of increased knowledge, from the old form, for which there were practically no qualifications except being employed for seven years.

by Sec. 67 of this Code, at least four of which shall have been in this state;

(2) Who at the time holds, and has held for the preceding four years, a kindergarten certificate in this state;

(3) Whose success-grades for the preceding three years have averaged at least as high as the average required, under the rules issued by the commissioner of education, for eligibility for a permanent kindergarten certificate;

(4) Who passes an examination on educational hygiene and educational psychology;[1] and

(5) Who submits an acceptable thesis, involving observation and some reading, on one of a number of topics, relating to kindergarten work, selected from a list of thesis subjects published by the commissioner of education.[2]

B. Elementary-School Certificates

Sec. 172. Grades of and requirements for. — This certificate shall be of two grades, and based on requirements, as follows: —

I. *Second-grade elementary-school certificate.*[3] To be granted to: —

[1] The examination on additional subjects, in most cases entirely professional, is to insure some evidence of thoughtful professional study on the part of those desiring permanent certificates. This has been made a feature of the permanent-certification provisions of this chapter.

[2] These subjects should be selected some time in advance. Long or "original" contributions should not be expected. The purpose is rather to stimulate thinking and observation, and the formulation of results in the form of a paper. This may prove painful to some teachers, but the pains will be growing pains.

[3] This certificate represents a real need at present, but with county educational reorganization, the larger finance, the better basis for the apportionment of funds provided, the future enlarged use of education as a basis for salary grants, and the growth of the normal schools, this grade of certificate will in time decrease greatly in importance. Its chief use is as a trial certificate for new teachers, without normal school training.

(1) Graduates of teachers' training-classes, connected with county schools of agriculture, on the presentation of their diplomas and a recommendation for the certificate from the school;

(2) To others who have completed a secondary-school course or its equivalent, and who pass an examination in: —

(*a*) *Academic subjects.* — All of the subjects of instruction required for elementary schools, as defined in Sec. 68 of this Code; and

(*b*) *Professional subjects.* — The principles of teaching; school and class management; the rules and regulations of the state board of education relating to the duties of teachers, and their relations to parents and school officers; and, if without a success-grade, the reading-circle books required of elementary teachers for the year in which the examination is taken.

II. *First-grade elementary-school certificates.* To be granted, without examination: —

(1) To graduates of the state normal schools, and approved city normal schools of this state;

(2) To the graduates of state and city normal schools in other states, if the course taken in such school has been approved by the state board of education as of equal rank with similar courses given in the state normal schools of this state; and

(3) On examination, to those who have taught not less than one year, on a second-grade elementary-school certificate, or its equivalent in this or some other state, and who pass an examination on: —

(*a*) *Academic subjects.*

[1] All of the academic subjects required for a second-grade elementary-school certificate, a live second-grade elementary-school certificate being taken in lieu of such an examination;

[2] Three secondary-school subjects, one of which must be English, including expression, and another some one science;[1] and

[3] One special subject of instruction, selected from the following: music, drawing, manual training, sewing, domestic science, playground direction and games, and agriculture;[2]

(*b*) *Professional subjects.*

[1] All of the professional subjects required for a second-grade elementary-school certificate, a live second-grade elementary-school certificate being taken in lieu of such examination; and

[2] Educational theory; child psychology; and, if the applicant is without a success-grade, on the reading-circle books required of elementary-school teachers for the year in which the examination is taken.[3]

Sec. 173. Validity and renewals of elementary-school certificates. — An elementary-school certificate, of either grade, shall be valid for teaching in the first eight grades of the public school course, and including the ninth grade in second-class attendance-subdistricts, but not including kindergarten classes, or the seventh or eighth grade classes when forming a part of an intermediate school.[4]

[1] The use of English and some knowledge of science are fundamental for effective elementary-school teaching, and are included here for this reason.

[2] This should not mean a knowledge such as a special supervisor should have, but rather familiarity with some one special subject sufficient for intelligent class-room instruction.

[3] The professional subjects are included for all certificates. The emphasis is placed only on subjects of fundamental importance for the teacher in such grades; and these professional subjects constantly build up until the culmination is reached in the permanent supervisory certificate, which represents a good grasp of the literature of education.

[4] Only intermediate-school certificates or secondary-school certificates are valid here.

The second-grade elementary-school certificate shall be regarded as a trial certificate, and shall be valid for but one year, and only in the county where the training course or the examination was taken. If the teacher proves to be a successful teacher, as determined by the success-grades filed, the certificate may then be renewed once, on the recommendation of the county superintendent of education for the county in which the holder taught, and without examination, for a three-year period; and such renewed certificate may then be accepted by county superintendents of education in other counties, if they care to do so.

A first-grade elementary-school certificate shall be valid in any county in the state. It shall be issued at first for a two-year period, and then, if the holder proves to be a successful teacher, as determined by the success-grades filed, the certificate may then be renewed, without examination, for four-year periods, so long as the holder continues to be a successful teacher, as shown by the success-grades filed, or is engaged in study or some form of educational work. Applications for renewal shall be approved by the county or city superintendent of education for the district in which the applicant last taught.

Sec. 174. Permanent elementary-school certificate. — A permanent elementary-school certificate, valid for life and in any county or city school-district in this state, may be granted on application to the state commissioner of education, to any teacher: —

(1) Who has taught for not less than seven years, as defined by Sec. 67 of this Code, at least four of which shall have been in this state;

(2) Who at the time holds, and has held for the preceding four years, a first-grade elementary-school certificate, or its equivalent (old form);

(3) Whose success-grades for the preceding three years

have averaged at least as high as the average required, under the rules issued by the commissioner of education, for eligibility for a permanent elementary-school diploma;

(4) Who passes an examination on (*a*) educational hygiene, and (*b*) the development and function of public education in America; and

(5) Who submits an acceptable thesis, involving observation and some reading, on one of a number of topics relating to the work of the elementary-school, selected from a list of thesis subjects published by the commissioner of education.

Graduates of state normal schools and of approved city normal schools in this state, and of approved state and city normal schools in other states, may be granted permanent elementary-school diplomas, under the same conditions as are outlined above in this section, except that a teaching experience of only six years instead of seven, and three years in this state instead of four, shall be required of such.[1]

C. Intermediate-School Certificates [2]

Sec. 175. Requirements for. — An intermediate-school certificate, valid for teaching in any elementary-school or in any grade of a regularly organized intermediate-school in this state, may be granted: —

(1) To any teacher: —

(*a*) Who has taught for not less than two years in this state, on a first-grade elementary-school certificate, or its equivalent (old form); or who has taught two years in

[1] This counts the normal school training as equivalent to one year of actual experience in teaching.

[2] This continues, in a way, a certificate which was recently instituted in this state, and which may for a time represent a real need, as well as offer a stimulus to many successful and ambitious teachers to secure some college training. In time the secondary-school certificate will become so common, and the cities will so prefer such, that this certificate can probably be abandoned.

another state, on a certificate recognized as equivalent; and who, in addition,

(*b*) Spends two years as a regular student in the University of Osceola, or in an institution recognized by the state board of education as offering instruction of equivalent grade, and who, while a student there

[1] Emphasizes one or more lines of work taught in the intermediate-school grades, such as English, languages, history, science, or mathematics; and who, in addition,.

[2] Carries successfully, in the Teachers College or department of education of such institution, at least three units for one year, or the equivalent, in courses relating to the theory of education, the work of instruction, or the hygienic aspects of educational work.[1]

Sec. 176. Validity; permanent form. — An intermediate-school certificate, so granted, shall be valid for four years, and may then be renewed, without examination, for four-year periods, so long as the holder continues to be a successful teacher, as shown by the success-grades filed, or is engaged in study or some form of educational work.

A permanent intermediate-school certificate, valid for life in any county or city school-district in this state, may be granted, on application, to any teacher: —

(1) Who has taught for not less than seven years, as defined by Sec. 67 of this Code, at least four of which shall have been in intermediate-schools in this state;

(2) Who at the time holds and has held, for the preceding four years, an intermediate-school certificate in this state;

(3) Whose success-grades for the preceding three years

[1] Actual study in classes is here required, instead of examinations based on reading.

have averaged at least as high as the average required, under the rules issued by the commissioner of education, for eligibility for a permanent intermediate-school certificate;

(4) Who passes an examination on (*a*) educational hygiene, and (*b*) the development and function of public education in America; and

(5) Who submits an acceptable thesis, involving observation and some reading, on one of a number of topics relating to the work of the intermediate school, or the educational and social problems surrounding pupils in that period of education, and selected from a list of thesis subjects published by the commissioner of education.[1]

Graduates of approved normal schools shall be given the same preferences and advantages as provided for under Sec. 174, for the granting of permanent elementary-school diplomas.

D. Secondary-School Certificates

Sec. 177. Requirements for. — Secondary-school certificates, valid for teaching in any intermediate- or secondary-school in this state, or in the seventh or eighth grades of any elementary school, shall be granted only to graduates of the University of Osceola, or to graduates of an institution, in this or another state, recognized by the state board of education as offering instruction of equivalent grade, and who, as a part of the undergraduate study: —

(1) Make special preparation to teach one or more of the subjects of instruction taught in secondary schools; and

(2) Complete at least fifteen units of work in the Teachers College or department of education, which shall have included courses on the theory of education; the principles of teaching and class management; the function and purpose of public

[1] Here, as in other cases in this chapter, evidence of growth and thinking on the educational problem are demanded for permanent certificates.

education in America; and the peculiar needs and the attainable goals in secondary education; and

(3) Who are granted, with their diploma, a special recommendation from the faculty, recommending the person for a secondary-school certificate in Osceola.[1]

Sec. 178. Validity and renewals. — The first certificate granted on such credentials shall be in the nature of a trial certificate,[2] and shall be issued for a two-year period, and then, if the holder proves to be a successful teacher, as determined by the success-grades filed, the certificate may be renewed, without examination, for four-year periods, so long as the holder continues to be a successful teacher, as shown by the success-grades, or is engaged in study or some form of educational work.

Sec. 179. Permanent secondary-school certificates. — A permanent secondary-school certificate, valid for life and in any county or city school-district in this state, may be granted, on application, to any teacher: —

(1) Who has taught for not less than seven years, as defined in this Code, at least four of which shall have been in secondary-schools in this state;

(2) Who at the time holds and has held, for the preceding four years, a secondary-school certificate;

(3) Whose success-grades for the preceding three years have averaged at least as high as the average required, under the rules issued by the commissioner of education, for eligibility for a permanent secondary-school certificate;

[1] This now makes obligatory a certificate previously optional, and eliminates intermediate-school certificates and general life-diplomas from secondary-school work. Special preparation in subject matter and professional subjects, and college graduation, are required for this certificate. There are no examinations by means of which it can be obtained.

[2] Not all college graduates develop into successful teachers, and this trial period will prove useful both as a stimulus and as a means for sifting out the unfit.

(4) Who spends one year in graduate study in the University of Osceola,[1] or in an institution recognized by the state board of education as offering instruction of equivalent grade, and who devotes a portion of such time to: (*a*) advanced academic study in the subject or subjects he desires to teach in the secondary school; and (*b*) to a further study of the history, problems, and administration of public education, including comparative secondary-education, and under the direction of the Teachers College or department of education in such institution; and

(5) Who submits an acceptable thesis, involving the results of independent study, on some topic relating to the work or administration of the secondary school.

E. Supervisory Certificates

Sec. 180. Grades and requirements for. — This certificate shall be of two grades, as follows: —

(1) *Second-grade supervisory certificate.*[2] — This certificate may be granted to: —

(*a*) Any graduate of a state or city normal school in this state, or of an approved normal school in another state, who has taught at least two years; or

(*b*) Any person who has spent at least two years in a college of standing, and who has taught two years; or

(*c*) Any other person who has had three years of teaching experience on a certificate at least as high as a first-grade elementary-school certificate; and who, in addition,

(*d*) Passes an examination in school hygiene; child hygiene;

[1] This is in keeping with previous requirements. A year of graduate study, after some years of teaching, will prove of especial value both to the teacher and to the schools.

[2] This second-grade certificate is to single out and reward the successful practitioner, who has not had college advantages, but who, by independent study, has kept abreast and made professional preparation for his work.

the School Code of this state; and either the principles of city school administration, or the principles of state and county school administration.

Applicants may present certificates showing that they have studied any or all of the above subjects, in regular or summer sessions of approved colleges or universities, under competent instructors, though the acceptance of such certificates in lieu of an examination, in whole or in part, shall rest with the state department of education.[1]

(2) *First-grade supervisory certificate.*[2] — This certificate may be granted, without examination, to any one who has had two years of teaching experience, and who has been graduated from the Teachers College of the University of Osceola, or from the Teachers College or department of education of an institution recognized by the state board of education as offering instruction of equivalent grade, and who presents a certificate showing that the subjects enumerated under (*d*), above, were completed there, and that the applicant is recommended by such college or department for a supervisory certificate in Osceola.

Sec. 181. Validity and renewals. — The two grades of supervisory certificates shall have the same force and validity, both being valid for teaching in or for supervising any elementary, intermediate, or secondary school in this state, or for city or county school supervision. Each grade of the certificate shall be granted for four-year periods, and shall be

[1] These subjects, together with those required by previous education or examinations, involve a fair grasp of educational literature. The option of submitting university or summer-school credits is to encourage study under good teachers.

[2] This certificate is for the serious student of education, who carefully prepares himself for administrative work. This, like the permanent secondary-school certificate, emphasizes graduate study along the line of special interest, and at a time when it will be of great value to the supervisory officer. An option of private study and an examination was thought to be wise here, however, by the majority of the commission.

renewable for similar periods, so long as the holder continues to be a successful teacher or supervisor, as shown by the success-grades filed; is employed as a city or county superintendent of schools in this state; or remains engaged in some form of educational work.

Sec. 182. Permanent supervisory certificates. — A permanent supervisory certificate, of either grade, and valid for life in any county or city school-district in this state, may be granted, on application, to any holder of a supervisory certificate: —

(1) Who has taught or supervised schools for not less than seven years, as defined in this Code, at least four of which shall have been in this state, and at least four of which shall have been supervisory work;

(2) Who at the time holds, and has held for the preceding four years, a supervisory certificate of either grade;

(3) Whose success-grades for the preceding three years, except in the case of city or county school superintendents, have averaged at least as high as the average required, under the rules issued by the commissioner of education, for eligibility for a permanent supervisory certificate; and

(4) Who either:

(*a*) Spends one year in advanced study in the Teachers College of the University of Osceola, or in a Teachers College or department of education in some institution recognized by the state department of education as offering professional preparation in education of equivalent grade; and who devotes the year to a study of educational theory, history, administration, and problems; or

(*b*) Passes an examination on educational psychology; the history of modern education, with particular reference to American development and the history of education in Osceola; the principles of state and county administration, or the principles of city school administration (the one not

included in the earlier examination or certification); and comparative education; and, in addition,

(5) Presents an acceptable thesis, involving the results of independent study, on some topic relating to the organization and administration of public education in the United States.[1]

F. Vocational-Education Certificates

Sec. 183. For what work issued. — Vocational-education certificates may be issued for instruction in any of the lines of work mentioned in Sec. 79 of this Code. Two grades of this certificate shall be issued, a regular and a special form. Teachers holding elementary-school, or intermediate-school, certificates, and competent to give such instruction, may be permitted to give such in any elementary-school without the necessity of holding a vocational-education certificate. Teachers holding elementary-, intermediate-, or secondary-school certificates, who make the regular preparation required for vocational instruction, may have such vocational subjects added to their certificates, as provided for in Sec. 185 of this Code.

Sec. 184. Regular vocational certificate. — This certificate may be issued to those who, in addition to secondary-school training and two years in a normal school, college, or technical school, or two of these combined:

(1) Spend two additional years in some approved institution, making special preparation to teach one or more of the subjects or lines of work[2] enumerated in Sec. 79 of this Code;

(2) Present a recommendation from the faculty of such

[1] This should be a serious piece of work. A thesis for the Master's degree could be accepted here. If properly handled, the thesis could be made one of the most important parts of the examination for permanent certificates.

[2] This provides for a certificate practically equivalent, in training required, to the secondary-school certificate.

institution, recommending the candidate as competent to give such instruction; and

(3) Have either completed courses in such institution, or some other approved institution, in the following professional subjects: (*a*) principles of teaching, and class management; (*b*) theory of education, with special reference to vocational education and vocational guidance; and either (*c*) public education in America, with special reference to city problems and needs, or (*d*) rural-life problems, with special reference to rural [1] educational needs; or who passes an examination in these subjects, *provided*, however, that the state department may, in its discretion, accept satisfactory experience in teaching such subjects, or in practical work in the vocation, in place of any or all of professional [2] subjects (*a*), (*c*), or (*d*).

Sec. 185. Certificates to state subjects. — Each vocational certificate issued shall state on its face the particular subject or subjects, or group of subjects, which the holder thereof is certified to teach in the public schools of this state. Any holder of such certificate, by further study in regular or summer sessions of institutions giving such preparation, or by accceptable service in practical work in the vocations, and on the submission of proper credentials covering such study or practical experience, may have additional vocational subjects added to the face of the certificate, at any time during the life of the same.

Sec. 186. Validity of. — A regular vocational certificate shall be valid for instruction in the subjects mentioned on its face in any school of elementary or secondary grade, and in any school-district in this state. The first certificate shall

[1] It is assumed here that the candidate will be preparing for city vocational work, or agricultural work, with a choice of either for household-economy teachers.

[2] Good practical experience is given a premium here over theoretical instruction.

be in the nature of a trial certificate, and shall be issued for a two-year period, and then, if the holder proves to be a successful teacher, as determined by the success-grades filed, the certificate may then be renewed, without examination, for four-year periods, so long as the holder continues to be a successful teacher, as shown by the success-grades, or is engaged in some form of educational work.

Sec. 187. Permanent vocational certificate. — A permanent vocational-education certificate, valid for life, and in any county or city school-district in this state, may be granted, on application, to any teacher: —

(1) Who has taught at least seven years, as defined in this Code, at least four of which shall have been in this state; *provided*, however, that three years of acceptable practical experience in the practice of the vocation may be accepted as the equivalent of two years of teaching experience, but not to exceed a total credit of three years in teaching experience;

(2) Who at the time holds and has held, for the preceding four years, a regular vocational-education certificate;

(3) Whose success-grades for the preceding three years have averaged at least as high as the average required, under the rules issued by the commissioner of education, for eligibility for a permanent vocational-education certificate; and who

(4) Submits an acceptable thesis, involving the results of practical work or study, and relating to some phases of vocational education.

Sec. 188. Special vocational certificates. — This certificate shall be for the recognition of those of adequate experience in the trades and industries, and is intended for such practical teachers as are needed in day or evening industrial schools, trade schools, or special vocational schools,[1] and is

[1] This is to provide for teachers in such subjects as printing, bookbinding, plumbing, machine-shop work, blacksmithing, etc.

not to take the place of the regular vocational certificate for teachers in regular schools of elementary or secondary grade. Such certificate may be issued at any time on acceptable credentials, to those who have completed a full secondary-school course of instruction, or its equivalent, and who in addition have had at least three years of practical experience as a worker in the trade or industry for which a special vocational certificate is desired; and who are recommended for such by a city or county superintendent of education.[1]

Sec. 189. Issue and validity. — The first such special vocational certificate shall be in the nature of a trial certificate, and shall be valid for one year, and limited to the city or county school-district requesting its issuance, and then, if the holder proves to be a successful teacher, as determined by the success-grades filed, the certificate may be renewed, without examination, for three-year periods, so long as the holder continues to be a successful teacher, as shown by the success-grades, and may then be accepted in any county in this state.

Applications for special vocational certificates shall be made through the county superintendent of education, who shall transmit the facts in each case, with his recommendation, to the state department of education.

G. Special Certificates

Sec. 190. To whom issued. — Special certificates, valid to teach special subjects of instruction or in special-type schools, of either elementary or secondary grade, may be issued to properly qualified persons, on the recommendation of county superintendents of education. No special certificate shall be granted, however, to teach the regular studies of a second-

[1] This puts on the market any one wanted, and at the same time only those wanted, for particular positions.

ary-school course,[1] or except for music, drawing,[2] gymnasium or playground work, commercial work, work as a clinical-psychologist, and for special instruction in classes or schools for the instruction of blind, deaf, dumb, subnormal, defective, or incorrigible children.[3]

The commissioner of education shall make rules covering the minimum educational requirements to be accepted for each kind of special certificate, but in general no special certificate shall be issued unless the applicant has completed a secondary-school course of instruction, or its equivalent, and, in addition, has made special preparation for the special line of work proposed to be taught, at least as satisfactory as that required for vocational certificates.

Applications for special certificates shall be made through the county superintendent of education, who shall transmit the facts in each case, with his recommendation, to the state department of education.

Sec. 191. Validity of special certificates. — The special certificates, provided for in Sec. 190, shall be issued at first for one year, and limited in validity to the county from which the application comes. If the teacher is successful, and the county superintendent of education approves the application, the special certificate may then be renewed, for three-year periods, so long as the holder continues to be a successful teacher, as shown by the success-grades, and such special certificate may thereafter be accepted by county superintendents of education in other counties.[4]

[1] This would naturally defeat the requirement of college graduation, and offer a side entrance of easier access than the main front entrance.

[2] This subject would ordinarily come under vocational work.

[3] It was desired to limit these special certificates to *bona fide* special lines of work.

[4] It was also desired to provide that a special teacher should prove thoroughly successful, before giving him much liberty. For such special work no permanent certificates were felt to be desirable.

Sec. 192. Health-officer's certificate. — The state department of education may also grant health-officers' certificates, valid for three years, and renewable for five-year periods, under the conditions stated in Sec. 138 of this Code, and to such persons as satisfy the commissioner of education that they are competent to direct or assist in directing health-supervision in the public schools of this state.

Sec. 193. Librarian's certificate. — The state department of education shall provide for a librarian's certificate, to be issued to librarians and assistant librarians, as required by the provisions of Sec. 87 of this Code; and the commissioner of education, together with the state librarian, shall formulate rules and regulations for the issuance of such certificates, and the accrediting of library schools for the training required. All such certificates shall be based on evidence of special training, under proper conditions. For the librarian's certificate this shall not be less than graduation from the state library school, or its equivalent, but for assistant librarians a smaller amount of training may be accepted.

Sec. 194. School-janitor's certificate. — The state department of education shall also provide, within two years, for examinations for school-janitors' certificates, as directed by Sec. 135 of this Code, and the commissioner of education shall formulate rules and regulations for such examinations, which shall cover such subjects, relating to the proper care of school buildings and the work and services of a school janitor, as such persons should be expected to know.

H. Provisional Certificates

Sec. 195. County superintendents may issue. — Any county superintendent of education may issue a provisional certificate, of any grade, and valid pending the examination of credentials and the issuance of a certificate, if, in his judgment, the applicant holds credentials which should entitle the per-

son to a regular certificate.[1] Such provisional certificate shall be limited in validity to the district where the applicant proposes to teach, and shall be valid only until the state department of education decides the case.

I. City-District Certificates

Sec. 196. State certificates valid. — The regular state teachers' certificates shall be valid for teaching in any city school-district in this state, and all city examining boards for teachers' certificates are hereby abolished,[2] to take effect July 1, 1915. City certificates in force at the time this Code goes into effect shall continue in force for the time for which they were issued, and may be renewed, subject to the limitations provided by Sec. 161 of this Code. Any city school-district may, however, vote not to accept any second-grade elementary-school certificates, intermediate-school certificates, or second-grade supervisory certificates, or any one or more of such certificates.[3]

Sec. 197. City-district professional examinations. — Any city school-district may, however, superimpose an extra professional or competitive examination on top of the requirement of a state certificate of the proper grade, and may require all of any class of new teachers to submit to such extra test. The general plan for such extra city examinations shall be submitted to the commissioner of education, for his approval.[4]

[1] This is a desirable temporary provision to prevent delays to school work.

[2] With the higher state standards soon to be in force, and the provision for transference of city certificates into state certificates, there is no further need for city certificates or city examining boards. Such are a useless duplication of effort. But few of our cities will be affected by this change.

[3] The refusal to accept low-grade certificates is a legitimate and desirable privilege, and tends to raise standards throughout the state.

[4] This, too, is a desirable grant of power, and should be availed of by many of our cities. The only object of having the commissioner of education approve of the plans proposed is to see that such plans tend to strengthen rather than weaken the state certificating system.

CHAPTER XIV. APPOINTMENT, TENURE, PAY, AND PENSIONS OF TEACHERS

Article 34. Appointment and Tenure

Sec. 198. By whom appointed. — Each county and city board of education, acting on the recommendation of the county or city superintendent of education,[1] shall appoint, promote, transfer, and dismiss all special and regular teachers, principals, and supervisors under their jurisdiction, subject to the provisions of this article.

Sec. 199. Preliminary appointments. — All special and regular teachers, principals, and supervisors hereafter appointed, by any county or city board of education, shall not be appointed for a term extending beyond the close of the fiscal year in which the appointment is made, and thereafter the reappointment shall be annual until the completion of three consecutive years of service as a teacher, principal, or supervisor, in the city or county school-district,[2] after which such persons shall be subject to the provisions of Sec. 200 of this Code. All such persons now employed in any county or city school-district, who will have been employed for three years of consecutive service by or before the close of the school year 1914–15, or any date thereafter, shall also pass under the provisions of Sec. 200 of this Code after such date.[3]

[1] This places on each superintendent the responsibility for the character of his teaching force. With the new type of supervision to be provided under the new county organization, the superintendent in both county and city should have this responsibility.

[2] This puts the county on the same basis as the city, each now being a unit.

[3] This gives every board and their superintendent one year to study the present teaching force, and decide what ones they desire to place on the permanent list.

Sec. 200. Indefinite tenure. — All teachers who have served three consecutive years of service in any school-district of this state, by or after the close of the school year 1914–15, and who are not notified as provided for in Sec. 201, shall be considered as thereafter employed on indefinite tenure, and shall continue in the employment of such county or city school-district from year to year, without election or re-election in any way, unless given the notice of termination of contract provided for in Sec. 201 of this Code; or dismissed for cause, under the provisions of Sec. 202 of this Code; or until retired under the provisions of article 36 of this Code; *provided*, however, that no teacher of any kind, principal, or supervisor can be continued in employment who does not hold a valid certificate, or whose certificate has not been validated for the year, as required by Sec. 166 of this Code.[1]

Sec. 201. Termination of contract. — Any county or city board of education may terminate such indefinite contract with any regular or special teacher, principal, or supervisor, at the close of any school year, by directing the superintendent of education to serve notice on such person that the board desires to terminate the contract, for reasons to be stated in the notice, at the close of the school year. Such notice shall be delivered to such teacher, principal, or supervisor by or before the last day in which the school such person is employed in is in session, and in no case later than June 1 of any school year. For the sufficiency of the causes stated in such notice the board of education concerned shall be the sole judge.[2]

[1] This is to secure some evidence of professional growth, and eliminates the serious objections of life tenure. Every teacher who keeps growing will continue to have permanent tenure; those who will not grow should not have it. Both the reading-circle work (see Art. 37) and the conditions for the renewal of certificates (see Art. 33) tend to insure professional life and growth.

[2] No one is better able to pass on the sufficiency of the causes for dropping a teacher than the superintendent and board combined. Certainly the courts

Sec. 202. Causes for dismissal. — Any county or city board of education may also dismiss any teacher, principal, or supervisor, at any time, for immorality, incompetency, neglect of duty, or insubordination. Such charges shall be preferred by the superintendent for the district concerned. The person so charged shall be notified of the charges and their nature, and shall be given a hearing by the board of education. If the board deems the charges to have been substantiated, they may dismiss the person, and the decision of the board of education shall not be subject to review except by the state commissioner of education, on appeal as provided for in Sec. 203.

Sec. 203. Appeal from decisions. — Any person so discharged, under the provisions of Sec. 202, may appeal from the decision to the state commissioner of education, who shall examine into the facts of the case, and his decision on the appeal shall be final.[1]

Sec. 204. Tenure of superintendents. — The tenure and methods for the dismissal of county and city superintendents of education shall be as provided for elsewhere in this Code.[2] In the case of any deputy or assistant county or city superintendent, the board of education may, for cause, and on the recommendation of the superintendent, reassign such to a different type of supervisory position, at any time.[3]

ought not to interfere here. Both the superintendent and the board are responsible to public opinion for their actions.

[1] Such decisions involve educational questions, and not legal ones, and should be settled by educational authorities. The courts are not competent to pass on the character of the proof offered, and the dismissal of incompetents is practically impossible when the courts have such power. If the commissioner of education goes beyond his powers in the matter, then the courts can of course step in and limit him to his powers under the law.

[2] See Arts. 5 and 9.

[3] An assistant superintendent occupies a peculiarly expert and somewhat confidential relation, and his tenure of the position must not be allowed to stand in the way of efficient school supervision and control.

Article 35. Pay of Teachers

Sec. 205. A merit basis. — Each county and city board of education shall work out and apply, within two years after this Code goes into effect, a plan under which the salary of teachers and principals in their employ shall be based on merit,[1] and in doing so shall take into consideration such items as training, kind and grade of certificate held, success-grade, length of service, and kind and grade of position. The commissioner of education shall also study the matter, with a view to advising districts as to the best plans for working out such merit schedules, and the state board of education as to any needed rules and regulations or general legislation on the subject. Any county or city school-district, desiring to do so, may pay any or all persons engaged in their educational service on a twelve-month, instead of on a monthly basis.

Article 36. Pensions

Sec. 206. Plan to be provided. — The commissioner of education and the state board of education are hereby directed to study the question of pensioning teachers by the state, and, when they have devised some feasible plan, to report on the same, in the form of a law or laws, to the general assembly of this state. The plan should provide for retiring pensions for teachers, principals, supervisors, superintendents, and such other educational employees as it may be deemed wise to include.[2] The state board of education shall also report

[1] The payment of all alike, for the same grade of service, with distinctions based only on the number of years of service, was felt by all the commission to be fundamentally unsound.

[2] This plan provides now only for retirement pensions, and not for disability pensions before the retiring age has been reached. It was felt by all that two separate matters are involved in considering the two, and that the retirement pensions should be worked out first. The other can be added by subsequent legislation.

some feasible plan for absorbing the local city-pension systems, now in existence in this state, into the state pensioning system.[1]

Sec. 207. Basis of the pensioning plan. — The pension plan to be so devised and reported shall be based on the following principles:[2] —

(1) Compulsory participation and contribution on the part of all who enter the service.

(2) Retirement annuity earned by the contributions, plus an equal amount added by the state.

(3) Withdrawal equity in case of death, or permanent withdrawal.

[1] But two cities in Osceola have such, and it was felt by all to be desirable that these should be gradually absorbed into the state system, so as not only to provide a uniform plan for the state, but also to make an interchange of teachers between communities easier.

[2] The contributive principle was felt to be the only desirable basis upon which the state should engage in the pensioning business.

CHAPTER XV. TRAINING OF TEACHERS IN SERVICE

Article 37. Reading-circles

Sec. 208. State reading-circle board. — The commissioner of education shall appoint a board of eight persons, which shall include two county superintendents of education, two city superintendents of education, two school principals, and two teachers, who, with himself, shall constitute a state teachers' reading-circle board.[1] He shall classify the terms of these appointees so that the terms of two members shall expire each year, and thereafter he shall appoint two new members each year, for two-year terms. He shall also fill any vacancies which may occur in the membership of this board, for the unexpired term.

Sec. 209. Work of this board. — The state teachers' reading-circle board shall meet annually, at the call of the commissioner, to adopt reading-circle books for the use of the teachers of the state for the ensuing year. All expenses incurred in attending this meeting shall be audited and paid by the secretary of the state board of education. Five different kinds of reading-circle books shall be adopted, and two books of each kind, as follows:[2] —

Two books intended for kindergarten and elementary-school teachers, in city school-systems.

[1] It was desired to make this representative, so as to secure the best advice and assistance from all types of school workers.

[2] These five classes of teachers and supervisors are somewhat distinct, and it was desired to provide separate lines of required reading for each. Naturally principals and supervisory officers would also read the books selected for their teachers.

Two books intended for elementary-school teachers, in rural and village schools.

Two books intended for teachers in secondary schools.

Two books intended for principals and other supervisory officers.

Two books intended for teachers of vocational subjects.

Sec. 210. Contracts for books. — All publishers desiring to have books adopted for use in the reading-circles of the state shall submit a sufficient number of copies to provide each member of the reading-circle board with a copy of each book, and shall file with the commissioner of education an offer, in writing, naming the price and the conditions under which they will agree to contract to furnish such book or books for use in the reading-circles of this state. The last date for submission of books for the year shall be fixed by the commissioner of education, and, after there has been a sufficient time to examine the books submitted, he shall call a meeting of the reading-circle board for the adoption of reading-circle books for the ensuing year. After adoption, the secretary of the state board of education shall sign contracts with the publishers for furnishing such books. Teachers in private and parochial schools may purchase any book adopted on the same terms as public-school teachers.[1]

Sec. 211. State syllabus to be issued. — For each book so adopted the state department of education shall prepare and issue a brief syllabus, to aid in the study of the same, with questions for discussion, based on the same, and shall distribute a sufficient number of copies of such to each county and city school-district in the state to meet all needs.[2] Teachers in private and parochial schools shall also be supplied with such syllabi, free of charge, upon request.

[1] It was desired to encourage such to do the same work and become as much like the public-school teachers as possible.

[2] It was felt that the issuance of such syllabi would do much to give point and purpose to the study of the books.

Sec. 212. Books to be studied. — The reading-circle books so adopted are to be studied by the teachers and supervisors for whom they are intended, and the books are to be considered and discussed in the teachers' meetings and local institutes [1] provided for in Art. 38 of this Code. The conductor of each teachers' meeting or local institute shall report to the county superintendent of education each year, by or before the date set for the annual state reading-circle examination, his grade for each teacher under his charge, based on such teacher's interest and participation in the reading-circle work. This grade shall be known as the " reading-circle-work grade."

Sec. 213. Reading-circle examination. — Once each year, at a time to be designated by the commissioner of education, a written examination shall be held throughout the state, using uniform questions prepared by the state department of education, and based on the reading-circle books for the year. Every teacher and supervisory officer, except such as are exempted by Sec. 216 of this Code, will be expected to pass an examination on the two books adopted for the class to which such person belongs. The commissioner of education shall issue rules and regulations governing these examinations. The answer papers shall be graded under the direction of the county or city superintendent of education for the district concerned, and the grade made on this examination shall be known as the " reading-circle-examination grade."

Sec. 214. Success-grade on reading-circle work. — In compiling the teacher's success-grade on reading-circle work, as provided for by Sec. 167 of this Code, the " reading-circle-work grade " and the " reading-circle-examination grade " shall be added together and averaged, and the average of the two shall be the teacher's grade on reading-circle work on the yearly success-card. A maximum of 25 per cent for the

[1] If books are selected which are well adapted to the different classes of teachers, such meetings would be a natural place for their study and discussion.

reading-circle work shall be allowed in estimating the teacher's yearly success-grade.[1]

Sec. 215. Validation of certificates for teaching. — In the validation of certificates and diplomas for teaching, as required each year by Sec. 166 of this Code, the card showing the holder's success-grade for the preceding year must be consulted, and, excepting only excepted classes provided for by Sec. 216 of this Code, no certificate shall be validated for teaching where the success-card does not show some grade for the reading-circle work of the preceding year.[2]

Sec. 216. Exemptions from reading-circle work. — The following classes are exempted from the provisions of this article, with reference to reading-circle work: —

(1) City superintendents of schools, and deputy city superintendents.

(2) County superintendents of schools, and deputy county superintendents.[3]

(3) New teachers in the state.

(4) Teachers who have been absent from work the preceding year, for travel or study.

(5) Such other classes of teachers as the state commissioner of education, by general rule, may direct.[4]

[1] The other 75 per cent to be based on actual instruction, professional interest and activity, and success in management and discipline. To give a maximum of 25 per cent for reading-circle work is large rather than small, and ought to stimulate professional interest in the reading-circle work.

[2] The grade may be on the monthly work only, or on the examination only, but one or the other should appear. Some grade can be taken to mean any low grade, but the fact that a low grade might interfere with the renewal of the certificate (see Art. 34) will tend to make teachers try to secure a maximum grade on the reading-circle work.

[3] Such will have to conduct the discussion during the year and the examinations at the close of the year, and may be assumed to do the work, without being tested thereon.

[4] Such as teachers of plumbing or printing in a trade school, or of illustrating or salesmanship in an evening school of secondary grade.

Article 38. Teachers' Institutes

Sec. 217. Local teachers' meetings and institutes. — Each county superintendent of education shall arrange for the holding of monthly teachers' meetings, or institutes, at times to be designated by himself. For this purpose the county superintendent may district his county, as he sees fit, for the holding of such local meetings or institutes, and shall appoint leaders for the groups, or he may group his teachers as to kind or grade of work, and hold separate institutes for each kind or grade.[1] At such meetings or institutes the reading-circle work, the courses of instruction, and the peculiar work and needs of the county school-district shall be considered.[2] Afternoon or evening sessions, for the general public as well as for teachers, may also be included. Each city superintendent of education shall, similarly, hold such local grade or teachers' meetings or institutes as he may see fit, for the consideration of the reading-circle work, the courses of instruction, and the peculiar work and needs of the city school-district. Teachers, principals, and supervisors will be expected to attend the meetings or institutes of their kind or grade, as directed by the county or city superintendent. For meetings held on Saturdays, with full-day sessions, an extra day's pay shall be allowed each teacher, principal, or supervisor in attendance.

Sec. 218. Annual county and city institutes. — Each county superintendent of education shall also hold an annual county

[1] The purpose is to make the county somewhat like the city, in that grade meetings, meetings of second-class subdistrict teachers, meetings of school principals, or of teachers of agriculture or domestic science can be brought together as needed, and also that a series of local institutes for all teachers (the county being divided into districts for the purpose) may be held as often as need be, — probably one Saturday in each school month.

[2] The purpose is to make these meetings constructive and helpful, and to get away from the lecture and amusement features of the old week-long county teachers' institute.

teachers' institute of all teachers in the county, for from three to ten days, the same to be held near the beginning of the school year, and either before or after the date of opening.[1] Superintendents of education in cities of the first class may hold such institute separate, in whole or in part, from the county institute.[2] For the expenses of conducting this institute, each county or city board of education shall set aside such a sum as may be necessary properly to conduct the institute. Each regularly employed teacher, excepting those exempted by Sec. 220, will be expected to attend such institute, days of attendance at such being paid for as extra days, and at the regular rate of pay for each person attending.

Sec. 219. State department of education to assist. — The commissioner of education, the heads of divisions, and assistants in the state department of education shall render such assistance to county and city superintendents of education, in planning and conducting their institutes, as may be desired and as may be practicable.

Sec. 220. State district institutes. — To secure more effective and better-graded institute work, the commissioner of education may call special district institutes each year, the districts to be formed by grouping two or more counties, or cities, or cities and counties, and calling such district institutes for such special classes of teachers or supervisors within such district, regular elementary-school teachers excepted, as he may designate, and for the consideration of problems closely related to the special kind of work in which such teachers or supervisors are engaged.[3] On notification, all teachers

[1] Probably the best time for this is just before or shortly after the opening of the schools in the county.

[2] The cities of the first class, with largely different type problems, may thus segregate themselves to secure better results.

[3] These district institutes ought in time to be made quite a feature of the work in this state, and they may in a short time render the county institute rather unnecessary, except for elementary-school teachers. District institutes

or supervisory officers of the class called will be expected to attend such district-institute. Each day of attendance at such district-institutes shall be paid for, as provided for in Sec. 218, and county or city superintendents of education may, at their option, excuse those who have attended such district-institutes from attendance at the regular annual county or city teachers' institute.[1]

of secondary-school teachers could be held in four or five places in the state; kindergarten teachers in three or four; school principals for elementary schools in four or five places; high-school principals in one place; teachers of deaf and dumb in one; etc.

[1] This is a step in the direction mentioned in the preceding footnote. If all secondary-school teachers attend a state district-institute, and the local institutes during the year, they could be excused from the annual county institute in the fall. It was deemed wise to leave optional with the superintendent the matter of relieving all such persons from such attendance at the annual county institute.

TITLE VI. THE OVERSIGHT OF THE STATE

CHAPTER XVI. STATE OVERSIGHT AND CONTROL

Article 39. The School Census

Sec. 221. New census to be taken. — Each county and each city board of education shall provide for the taking, in the month of June, 1915, of a detailed census [1] of all children within their respective school districts over five and under eighteen years of age. The census required for May, 1914, under the old school law, is to be omitted. Each such census shall be taken under the general direction of the attendance-officer for the county or city school-district, and shall include the following data, for each child in the school district: [2] —

(*a*) Name of child (surname first).

(*b*) Sex of child.

(*c*) Month, day, and year of birth, from which the number of years old, at last birthday, is also to be set down. The authority upon which the age is taken (word of parent;

[1] The census in the past has been taken in May of each year, has asked for only the total number of children in each district between four and twenty years of age, and has been of no value except for the purpose of apportioning state funds. Now that a better basis has been substituted for making apportionments, there is no further need for the old type of census.

[2] The new school census is for the purpose of enforcing the compulsory education laws, and hence asks for detailed information as to children by years of age, and for each child. The first census is not to be taken for a year, as it was felt necessary to provide time in which to learn how to work the new plan, and to devise final forms for use. The census of 1915 then becomes the basis for the continuing census, provided for in this article.

birth certificate; baptismal certificate; passport; etc.) shall also be set down.[1]

(*d*) Country of birth.

(*e*) Name of parent (father or mother), guardian, or other person standing in parental relation.

(*f*) Abode, including school-attendance district, postoffice address, and, if in cities, street and number.

(*g*) Physical condition (good; deaf; dumb; blind; crippled).

(*h*) Mental condition (good; otherwise).

(*i*) School attending (public; private; parochial).

(*j*) Position in school (grade).

(*k*) Reason, if not attending school.

(*l*) If employed, where and how.

(*m*) Vaccination certificate record.[2]

All such records shall be made and kept on the duplicate card system, and according to such forms as the commissioner of education shall prescribe. One set of cards, of one color, shall be for the use of the attendance department; the other set of cards, of a different color, shall be for the use of the school which the child attends.[3]

Sec. 222. Tabulation of results. — The required data shall be collected as rapidly as possible and for this purpose the attendance-officer may employ such extra assistance as the board of education may approve. All such data shall be sorted and tabulated by schools or attendance-districts, and the records of actual school attendance at each public,

[1] The basis for age here noted is to avoid in part later requests for such information for age-certificates and working-permits.

[2] It will naturally require some little work to take such a census for the first time, but afterwards the continuing census plan will be relatively easy to keep up, and relatively inexpensive.

[3] The card system is the only really useful form, as it is then easy to shift cards from box to box and from school to school, so as to keep the records accurate at all times.

private, or parochial school shall be checked up with the records of the census. In the annual printed reports, required of all county and city school-districts, a summary of the results of any regular census taken, or of the continuing census provided for in Sec. 223 of this Code, shall be published in such form as will show the number of children for each year-age belonging to each school or attendance-district; the numbers for each year-age attending each public, private, or parochial school in the school-district; and the numbers for each year-age not attending any school.[1]

Sec. 223. A continuing census. — Following the census of June, 1915, each board of education and attendance-officer shall provide thereafter for maintaining a permanent and a continuing school census, and of such a form that there shall, at all times, be in the possession of each public school and each county or city attendance-officer as complete a card list as is possible of all the children, within the age limits set by Sec. 221, residing within the attendance limits of such school or school district. When any child attends a private or parochial school instead of a public school, such fact shall be noted on the school and office sets of cards, and such private or parochial school shall be supplied at once, free of charge, with a duplicate card covering all data for such child.[2]

Sec. 224. Maintaining the continuing census. — After the taking of the school census of June, 1915, it shall be the

[1] This will display a good exhibit of both possible pupils and school attendance, by school districts and by types of schools, and will have some meaning. The old plan of stating that there were 261 children, four to twenty years of age, in a town school-district, and 115 in the (elementary) school, or 16,241 children in a city school-district and 8,946 in all the schools, were almost meaningless items.

[2] Perhaps a third color of card may be required here. It is the intent that all private and parochial schools shall have complete census-records for all of their pupils, and shall coöperate with and be coöperated with for census and attendance, on the same basis as other schools.

duty of every parent, guardian, or other person standing in parental relation to any child over five or under eighteen years of age, to notify the teacher of such child, or the attendance-officer of the school district, and within seven days thereafter, of any change of address of each such child within the district, and, if the change is to another school district, to notify the teacher or attendance-officer of both the district left and the one entered as to such changes in address.[1] For each failure to give such notice a fine of $5.00 may be imposed. Whenever a pupil, within the census-age limits, is transferred from one public school to another within the same school-district, or to another school-district in this state, or from a public to a private or parochial school, or *vice versa*, he or she shall be given a duplicate census card, to be presented along with his transfer card or other school record. All new children entering any public, private, or parochial school, who present no school-census records, shall have cards made out for them, one copy to be retained by the school and one to be forwarded to the office of the school attendance-officer for the school-district. A new partial or complete census may be taken for any school-attendance district or districts, or for the school-district as a whole, whenever in the judgment of the attendance-officer and the superintendent of education there is need for such a recount.[2]

Sec. 225. Teachers and schools must coöperate. — All school teachers, principals, and supervising officers shall coöperate with the attendance-officer of the district in keeping

[1] This may be a little difficult to enforce at first, as the provision is new, but with time it was felt that it would be accepted, and not cause serious difficulty. Sec. 226 makes still further provision for keeping track of families in the larger cities. This will provide for all except new children who are growing up.

[2] This may be necessary, from time to time, in different attendance districts. In a rapidly changing foreign quarter in a few of our cities it may be necessary each year; in many of our smaller cities it will not be necessary oftener than once in four or five years.

the card-census accurate, and shall report new families in the district or children in the school, and also all withdrawals from the school.[1] Any public-school teacher or principal failing or refusing to comply with the provisions of this section shall be reported to the superintendent of education as negligent, and any private or parochial school authority failing or refusing to comply shall, on conviction, be fined $5.00 for the first offense, and $10.00 for each subsequent offense.[2] City police officers shall also coöperate with the attendance-officer, by notifying him of changes in addresses, and of new persons within the district. Each board of education shall supply the attendance-officer with sufficient clerical assistance to enable him to keep his records accurate.

Sec. 226. Census board in cities of the first class. — In all city school-districts of the first class the board of education shall, and in other city school-districts the board may by vote constitute itself a school-census board, and as such shall have power to make rules and regulations for the better carrying into effect of the provisions of this article, and its authority in such matters shall cover the whole school district. Such board, in addition to making rules and regulations for the betterment of the census work, shall also have power to require the coöperation of the police in any way thought to be desirable, and tending to perfect the census; to license moving and express wagons, and to require them to report all families moved; to require landlords to report all changes in tenants; and to provide for the imposition of fines for failure to comply with such regulations.[3]

[1] Such a system of reporting will enable the attendance-officer to locate new children, and will serve as a check on the reports of the heads of families.

[2] It was felt that these penalties were necessary to insure active coöperation on the part of all.

[3] It is in the larger cities that the greatest difficulty is experienced in keeping the school-census accurate, and the creation of such a board was to insure a better compliance with the provisions of the school-census law.

Article 40. Compulsory Education

Sec. 227. Age limits and exemptions. — All children in this state, who are eight years of age or over and under sixteen years of age, shall be required to attend a public school for the full term for which the public schools of the district in which the child resides are in session; *provided*, that any child who shall become eight years of age within two months of the time set for the beginning of a school term shall be expected to begin school at the beginning of such term; and *provided, further*, that the following classes of children may be exempted from the requirements of this section: —

(*a*) Children who are physically or mentally incapacitated for attendance at any of the schools provided by the school district. In all such cases a certificate to this effect by a competent physician, stating the cause of such disability, shall be filed.

(*b*) Children who are blind, deaf, dumb, or feebleminded, for the instruction of whom no adequate provision has been made by the school district, and who are not of institutional age or character.

(*c*) Children under nine years of age, who reside more than two miles, and children over nine who reside more than three miles, by the nearest traveled road, from a school, and for whom transportation has not been provided.[1]

(*d*) Children over fourteen and under sixteen years of age, who have completed the eighth school grade, and, after 1916, the ninth school grade, or the equivalent of such in a non-state school.[2]

[1] There are a number of such now in this state, but with the county reorganization provided for by Art. 6, and the provisions for transportation, there should, in a few years, be very few such.

[2] It is contemplated that, in a few years, intermediate schools, vocational schools, industrial schools, and the rural and village consolidated schools will

(*e*) Children over fourteen years of age who have completed the eighth school grade, or who have spent eight years in school and have completed at least the sixth school grade,[1] and upon whose labor the attendance-officer is convinced that an aged or infirm parent, or other person standing in parental relation, is dependent for support, and whom the attendance-officer is also convinced is strong enough to engage in the form of labor for which a working-permit is requested.

(*f*) Children who are being properly instructed by a private tutor, or at home by a competent person, in such subjects of instruction as are taught in the public schools to pupils of such age and advancement, and who from time to time satisfy the principal of the public school of their attendance district, or the superintendent of education, that satisfactory progress is being made.

(*g*) Children temporarily prevented from attendance by reason of quarantine, sickness, an unusual storm which has destroyed roads or bridges or made the regular means of travel dangerous, or other unusual causes, acceptable to the school authorities.

Occasional absences from such attendance, not exceeding one school day per month, and not covered by any of the foregoing exemptions, may be allowed, upon satisfactory excuse, by the school authorities.

All children excused from attendance under any of the exemptions of this section must present proper evidence for such excuse, in person or through a parent or other person standing in parental relation, to the attendance-officer for the school-district, or to a principal or teacher of a public school within the school-district, so that the same may be

provide a ninth year quite generally. For children leaving the schools with the ninth grade, this last year should be strongly vocational.

[1] This provides for repeaters in the grades.

properly approved by the attendance-officer and entered on the records of both the school and the attendance-officer.[1]

Sec. 228. Attendance at other than public schools. — Any child within the compulsory school ages may comply with the provisions of the preceding section by attending a private or a parochial school, instead of a public school, provided the same has been approved for such attendance, as provided for by Sec. 252 of this Code, and provided such school continues to coöperate with the public-school authorities in all matters relating to census records and attendance. Attendance at such schools shall be for a term each year at least as long as that of the public schools of the district; for at least as many hours each day as are required of children of like age at public schools; and with no greater amount of holidays or vacations deducted from such attendance during the period such attendance is required than is allowed in the public schools to children of like age. Occasional absences from such attendance, not amounting to irregular attendance in the fair meaning of the term, shall be allowed upon such excuses as would be accepted by the public-school authorities in like cases, and under the general rules and practices of the schools of the district.

Sec. 229. Duty of person in parental relation. — Every parent or person in parental relation to a child within the compulsory school ages, and not properly excused from attendance at school for some one or more of the exemptions provided for by Sec. 227 of this Code, shall require such child to attend school regularly during the full time the public schools are in session, and, on conviction for failure to do so, shall be deemed guilty of a misdemeanor, and shall be liable to a fine of from $1.00 to $10, or imprisonment of not more

[1] This requires a proving-up as a basis for any exemption. It is not intended that this should be made difficult of accomplishment, but proper records require it.

than five days in jail for the first offense, and not less than $10 nor more than $25, and not less than five nor more than ten days in jail, or both, for each subsequent offense; *provided, however,* that if any person in parental relation to any child within the compulsory school ages shall present proof, by affidavit, that he or she is unable to compel such child to attend school, said person in parental relation shall be exempt from the above penalties as regards the subsequent non-attendance of such child, and such child may then be deemed an habitual truant, and subject to commitment to a parental-home school, as provided for by Sec. 236 of this Code.

Any person who induces or attempts to induce a child of the compulsory school age to absent himself unlawfully from school, or who employs or harbors a child while school is in session, shall be liable to similar fines.

Sec. 230. All schools to report. — At the beginning of each school term each public school must check up its census cards and report to the office of the school attendance-officer all pupils of the compulsory-attendance ages, supposedly belonging to its attendance district, and not in attendance at the school, as well as all new pupils not previously in attendance.[1] As soon as possible thereafter the school attendance-officer shall investigate each case of absence, and shall notify the school if the pupil is in attendance at any other school, public, private, or parochial, and each shall perfect the census records accordingly, as required by Art. 39 of this Code. Thereafter, each school shall report at once to the school attendance-officer for the district any unexplained absence on the part of any pupil, and any new pupils entering or old pupils withdrawing from the school, and all cases of unexplained absence shall be investigated at once, and the reasons

[1] This aims to make the school-census records of some real use to each school, whereas heretofore they have been of no value. This section also imposes the duty on each school principal of putting them to use.

therefor reported back to the school reporting the absence. Teachers or principals failing or refusing to make proper reports shall be reported as negligent to the superintendent of education, by the attendance officer.

Sec. 231. Private and parochial schools to coöperate. — All private and parochial schools, approved for the attendance of pupils within the compulsory-attendance ages, must likewise coöperate fully with the public school authorities in the matter of census records and the enforcement of the compulsory education law, reporting promptly full lists of all pupils in attendance, and pupils entering and leaving, to the office of the school attendance-officer, as a condition of continuing to be approved for school attendance of children of the compulsory-attendance ages.[1] To this end the school attendance-officer for the public-school district shall also act, without any extra pay, and in the same manner as for the public schools, and as fully and freely, as the school attendance-officer for each private and parochial school within the school-district; each teacher in each such school shall keep, in proper form, the regular public-school class-room register, as required by Sec. 254 of this Code, and this shall be open for inspection at any time by the public school-attendance authorities; and each such school must also daily report, to the office of the school attendance-officer of the public-school district, all cases of unexcused absence, and according to the same rules and regulations as required for public schools. Any private or parochial school failing or refusing to comply with the provisions of this section shall be fined $5.00 for the first offense, and $10 for each subsequent offense, and may also have its approval for the attendance of children within the compulsory-

[1] This puts the private and the parochial schools on the same plane as public schools in the matter of school attendance, and also not only extends to them the public facilities for enforcing attendance, but further requires the acceptance of such.

attendance ages revoked by the board of education for the district.

Sec. 232. Attendance-officer to enforce. — The attendance-officer for the school district shall have full charge of the enforcement of the provisions of this article, and he shall immediately investigate, in person, through his deputies, or through principals, teachers, school nurses, or by such other means as may seem most feasible,[1] all cases of unexcused absences from school, and all charges of failure to enforce attendance made against schools, or against persons in parental relations to children within the compulsory-attendance ages within his district. In case the provisions of this article have been violated by any school or person, and satisfactory assurances are not given for the future, he shall make and file in the proper court a criminal complaint against such school or person, charging such violation, and shall see that such charge is prosecuted by the proper authorities. He shall also have power to administer oaths, to make complaints, and to serve legal processes to enforce the provisions of this article.

Sec. 233. Arrest of truants. — It shall be the duty of each attendance-officer, or his deputies, to arrest during school hours, and without warrant, any child within the compulsory-attendance ages, not previously exempted from attendance at a school, found away from his home, or who has been reported to him by the proper school authorities as absent without known excuse from the instruction he is lawfully required to attend. Any peace-officer or school-officer may, similarly, take such child into custody,[2] and such child shall be delivered forthwith either to the school from which he is then a truant, or to the person standing in parental relation to such a child;

[1] The intent here is that the school attendance-officer shall use any feasible means for securing the results aimed at, and may coöperate with other branches of the school service or with charity organizations in securing information.

[2] This is a desirable coöperation.

or, if such child has been declared to be a habitual truant or a habitual school-offender, he may be taken at once before the proper authorities for commitment by them to a parental-home school. All such arrests shall be reported promptly to the office of the school-attendance officer for the district, and entered on the records.

Sec. 234. Definition of habitual truant and school-offender. — Any child within the compulsory school-ages shall be deemed a truant who shall have been absent from school, without a satisfactory excuse, for three school days, or tardy, without satisfactory excuse, more than four times during any school term, any absence for part of a day being regarded as a tardiness. The parent or person in parental relation to such child shall then be notified that the child, by reason of such unexcused absences or tardinesses, has become, in name, a truant from school. Any child who has once been reported as a truant and who is again absent from school, without satisfactory excuse, for one or more days, or tardy without satisfactory excuse, may be regarded as a habitual truant, and, unless satisfactory assurances for the future are given, may then be brought before the proper authority for commitment to a parental-home school.[1]

A child within the compulsory-attendance ages may also be classed as a habitual truant, without the notices required above, who may be found wandering about in the streets or public places of any city or town, having no lawful occupation, habitually not attending school, and growing up in ignorance and idleness, and may be taken into custody by any attendance-officer and brought before the proper authorities for commitment to a parental-home school.[2]

[1] Perhaps this gives rather large leeway, but such was felt to be desirable by many members of the commission. This gives the school plenty of opportunity to exercise its influence, before committing the child as a habitual truant.

[2] This class will perhaps be more common than the other class, and these the attendance-officer may take up at once.

Any child within the compulsory-attendance ages who shall be insubordinate, disorderly, vicious, or immoral in conduct, or who persistently violates the reasonable rules and regulations of the school which he attends, or who otherwise persistently misbehaves therein, so as to render himself a fit subject for exclusion therefrom, may be deemed a habitual school-offender, and, unless placed on probation after a hearing before the superintendent of education, shall be committed to a parental-home school.[1]

Sec. 235. Parental-home schools. — Each city of the first class must maintain a parental-home school for the care of truants and school-offenders, and each city of the second class and each county school-district must also maintain such school, separately or in conjunction; though two or more city or county school-districts may unite in the maintenance of such a school, or either may contract with the other for the care of its habitual truants and habitual school-offenders in a parental-home school.[2] If, within two years after the taking effect of this Revised School Code, any school district in this state shall not have made, or shall not be able to make, satisfactory arrangements for such parental-home-school facilities, the commissioner of education shall then have power, after investigating the matter, to order the establishment of such a school by any school-district or districts, or to require a district having such a school to receive, on satisfac-

[1] The power to commit to the parental school is the new feature which will render hearings before the superintendent effective in all ordinary cases of misbehavior. In the past there has been nothing to do but to expel habitual offenders, except in the three cities having parental-home schools. Probation now, with commitment to the parental-home school for failure to observe the conditions of the probation, will be far more effective.

[2] The purpose here is to insure that every school-district shall either maintain, help to maintain, or make contracts with a school district maintaining a parental-home school, to care for its children who are habitual truants or school-offenders.

tory terms, the truant and offending pupils from another district.[1]

Such a school may be established separately, or a room or rooms for such may be set aside in a public-school building. Such schools shall be of elementary-school grade, or elementary- and intermediate-school grades combined, and the instruction therein shall be partly vocational. Such schools shall be maintained for the instruction and reformation of truant and offending children, but no pupil shall be committed to or required to attend such a school except as provided for by the provisions of this article. Each school shall be taught by teachers holding regular teachers' certificates of the required grade, and boards of education may make rules and regulations, not inconsistent with law or the rules and regulations of the state board of education, for the detention, maintenance, and instruction of pupils in such schools, and may also require parents, who are able to do so, to contribute to the cost of maintaining in such schools the children to whom they stand in parental relation, but not including the cost of instruction.[2]

Sec. 236. Commitment to a parental-home school. — Any child who has become a habitual truant, as defined by Sec. 234 of this Code, or any child complained against as a habitual school-offender, may be brought before the county or city superintendent of education for the district concerned, or an assistant superintendent designated by him for the purpose, for a hearing. The parent or person standing in parental relation to the child shall be given reasonable notice as to the

[1] This is to prevent the stranding of districts which hardly need a school of their own. The best arrangement, in most cases, will be the maintenance of one parental school for the whole county, and located outside of the central city, but toward the support of which all school-districts in the county contribute.

[2] That is, if the parent is able, he may be made to pay the cost of board and lodging at such a school as a contribution to the cost of his own failure to control his child.

time of such hearing. If convinced of the wisdom of committing such child to the parental-home school, and if the parent or person standing in parental relation to such child consents, the superintendent of education or assistant superintendent of education before whom the hearing is held may then issue an order for such child to be committed to the parental-home school for such a period, definite or indefinite, as may be determined upon. The purpose of such commitment being the reformation of the child, the superintendent of education may, at any time thereafter, parole such pupil and allow him or her to return to the regular school class, on condition of good behavior for the remainder of the school year. Should the child fail to observe the conditions of the parole, he or she may be ordered returned to the parental-home school.[1]

Should the parent or the person standing in parental relation be unwilling to consent to the commitment, the superintendent may then order the case taken before the judge of the juvenile court, if there be such, or before a justice of the peace or a county judge, who shall immediately give hearing to the case. If convinced, upon the hearing of the complaint, that the charge is sustained, the court shall render judgment committing the child to the parental-home school for such time, not exceeding the remainder of the current school year, as the court may subsequently determine, acting on the recommendation of the principal of the parental-home school and the superintendent of education.[2]

If, within three days, the parent or person standing in parental relation shall execute a satisfactory bond in the sum

[1] This makes the hearing of the case an educational matter, in the first instance, and insures a careful and considerate handling of the case, and without unnecessary publicity. The superintendent of schools becomes the judge, with power to put on probation, sentence, and parole.

[2] This gives a legal form of commitment for objecting parents, but leaves the parole in the hands of the school authorities.

of $250, with sufficient securities, conditioned that such child will, during the remainder of the current school year, regularly attend school and not be insubordinate or disorderly, the court, on approving the bond, may order the same filed with the secretary of the board of education, and may parole the pupil. Should the pupil fail to keep the conditions of his parole, the bond shall then be declared forfeited, the child may again be committed to the parental-home school, and the board of education may, at any time within one year, have execution issued against the sureties to collect the amount of the bond.

All such hearings shall be conducted as expeditiously, quietly, and informally as may be, and without fees of any kind.[1] The confinement of the child in the parental-home school shall be conducted with a view to the improvement of the child and his restoration, as soon as practicable, to the school which such child would, if not so confined, be required to attend.

Sec. 237. Paroled children. — All children placed on their good behavior, under any of the provisions of this article, and all children paroled from attendance at the parental-home school, shall be under the general supervision of the school attendance-officer for the district, and may be required to report to him, from time to time. He shall also have charge of the administration of the poor-relief work, provided for by Sec. 238 of this Code; and of the granting of the working-permits provided for in the next article of this Code.

Sec. 238. Poor-relief for. — In case it is claimed that the earnings from labor of any child who has completed the work of the sixth school grade, and is under fourteen years of age,[2]

[1] The hearing should be as simple and as private as may be, to save the child unnecessary humiliation and disgrace. No lawyer is needed, and none should be admitted to the hearing.

[2] Some of the commission desired also to include all children between fourteen and sixteen and who had not completed the eighth grade, but it was finally decided, for the present, to require only what is here stated.

are needed for the support of an aged or infirm parent, or other person standing in parental relation to the child, and a working-permit for such child is requested, the attendance-officer shall carefully investigate each such case, in person or through deputies, school-nurses, or special charity-organization investigators. If he finds the case to be a true case of need, and no work suited to the strength and capacities of the child and within the provisions of Art. 41 of this Code can be found, by means of which the child may remain in school and earn the necessary amount, he shall then refuse the working-permit and direct the payment to the parent, or other person standing in parental relation to the child, and who is actually dependent on the child's labor for support, such a weekly sum as he shall adjudge to be necessary for such support, though in no case to exceed the estimated weekly earnings of such child at permitted forms of labor, and for such a period of time as he may deem wise.[1] All such payments shall be made, on his written order, from the county poor-relief funds. He may also put such restrictions around the expenditure of such grants as he may deem wise; shall require an itemized statement of expenditures; and shall place the parent, or the person standing in parental relation to the child, and for whose benefit such grants are made, under the parole provisions of Sec. 237 of this Code.[2]

The school-attendance officer may also, after similar investigation, order shoes or clothing provided from the poor-relief funds for any child within the compulsory school-ages and for whom such provision, at public expense, is a necessity to enable such child to attend school.

Sec. 239. Blind, deaf, and dumb children. — All blind children, and all children who are deaf or dumb or both, and

[1] The need of the parent is thus recognized, without the future citizen of the state being compelled to forego his birthright.

[2] This is a necessary precaution, to prevent pure grafting on the poor-relief funds.

who have reached the age of twelve years, and for whose education no local school provision has been made, and who are not being educated privately or at home, shall be required to be sent, for blind children, to the State School for the Blind at Tioga Rapids, and for deaf and dumb children to the State School for the Deaf and Dumb, at Indian Creek. Provisions for their admission and maintenance shall be as provided for in the laws establishing and governing these institutions.[1]

Article 41. Child Labor

Sec. 240. When children must not work. — No child under sixteen years of age shall be permitted to work in, about, or in connection with any office, mercantile establishment, factory, workshop, manufacturing or mechanical establishment, dock, laundry, garage, place of recreation or amusement, club, restaurant, hotel, apartment house, in the selling of newspapers or magazines, or in the distribution or transmission of merchandise or messages;[2] *provided, however*, that children over fourteen and under sixteen years of age may be permitted to work in offices and mercantile establishments on Saturdays and during school vacations, between the hours of 8 A.M. and 6 P.M., or to distribute or sell papers or magazines after school hours, on the filing of the age certificates provided for by Sec. 241 of this Code; and *provided, further*, that children over fourteen and under sixteen years of age, who have completed the eighth school grade, or who have spent eight years in school and have completed at least the sixth school grade, and upon whose labor the attendance-

[1] These institutions are provided for elsewhere in the laws of Osceola. This section merely incorporates into the school law a provision for the compulsory education of such children.

[2] It was the intention here to eliminate small boys entirely from the newspaper and messenger business. There is no call for such a waste of child life, and no business need for it. This limits such service to children over fourteen, and to after-school hours and on Saturdays.

officer for the district is convinced that an aged or infirm parent, or other person standing in parental relation to such child, is dependent for support, may be granted working-permits which will enable them to work, during school time, at such forms of work above mentioned as the attendance-officer shall adjudge the child strong enough and to be capable of performing; and *provided, still further,* that children over fourteen and under sixteen years of age, who have completed the eighth school grade, and, after 1916, the ninth school grade, may similarly be given permits for any form of work which the attendance-officer may adjudge them strong enough to be capable of performing.[1]

Sec. 241. Age-certificates and working-permits. — All age-certificates and working-permits shall be issued from the office of the school attendance-officer for the school-district, though he may authorize the principal of any public school to issue age-certificates and working-permits, for the summer or other school vacations, to pupils who attend his school.[2]

Age-certificates shall be issued only on satisfactory evidence that the child is at least fourteen years old, and where there is a doubt, a birth or baptismal certificate should be required, if such can be obtained. If neither are obtainable, then an oath or affirmation may be accepted, or the school health-officer may be requested to examine the child and give his opinion as to his proper age.

Working-permits shall be issued to those who meet the conditions for such issuance, as set forth in Sec. 240 of this Code, and shall not be issued for longer than six months at a time, and shall be revocable at any time, for reasons satisfactory to the attendance-officer issuing the same.

[1] This advances the working age from fourteen to sixteen years, for all except the three classes of exemptions here provided.

[2] Ordinarily this will be done under such general rules and regulations as may be provided for such issuance.

The school attendance-officer also shall issue temporary permits under which a child under sixteen years of age may be permitted to participate in musical or dramatic performances, other than school performances, at which an admission fee is charged, if convinced that the environment of such performances is proper for a child of such age, that the conditions of such will not be detrimental to health, and that the child's education will not be neglected or hampered by such participation.[1]

Sec. 242. Papers required for working-permits. — Before issuing a working-permit the attendance-officer must receive, examine, approve, and file the following papers: —

(1) The school record of the child, properly filled out and signed by the principal or teacher of the school last attended. This shall state the grade last completed and the studies pursued in completing the same, the number of weeks the child attended school during the last preceding school year, and the name and residence of both the child and the parent, or person in parental relation, as shown by the school-census records.

(2) An age-certificate, issued as provided for in Sec. 241 of this Code, and based on satisfactory evidence of actual age.

(3) Satisfactory evidence that the parent, or other person standing in parental relation to the child, approves of the issuance of the working-permit.

The attendance-officer may also require in any case, if he deems it desirable to do so, the following additional papers: [2] —

(4) A certificate signed by the school health-officer, or the family physician, stating that the child has been thoroughly

[1] These are desirable exceptions.

[2] These additional papers will be needed in many cases in the cities, but it was thought to be desirable to leave their requirement optional with the attendance-officer.

examined by said officer or physician, and, in his opinion, is in sufficiently sound health and physically able to perform the kind of work the child intends to do.

(5) A written request for such working-permit from the prospective employer, setting forth the character of the employment, the number of hours per day during which the child is to be regularly employed, and the name and address of the employer, together with a statement in which the employer agrees to employ the child in accordance with the provisions of this Act and the labor laws of this state, and also to return the working-permit to the office of the school attendance-officer when the child leaves his employ, or when the time for which the permit was issued expires.

Sec. 243. Nature and use of working-permits. — Each working-permit shall be numbered, dated, and signed by the attendance-officer issuing it; shall state on its face the kind or kinds of work, and the period of time for which the permit is issued; the name, age, and residence of the child, and the name and address of the parent or person standing in parental relation to the child to whom the permit is issued; the name of the school last attended by the child, and the last school grade completed; and the height, weight, color of eyes and hair, and the sex of the child. One copy of the permit shall be given to the child, and one copy shall be retained by the officer issuing it.[1] At the expiration of the time for which the permit is issued, the employer must cease to employ the child, and must return the permit to the officer issuing it and the child must return to school, if the schools be in session, unless a new permit is issued or unless the child be exempted from further attendance on school by the provisions of Sec. 227 of this Code.

Sec. 244. Employers must exhibit permits. — All employers in any form of business mentioned in Sec. 240 of this Code,

[1] Very desirable, both for record and for comparison.

having in their employ any child, or person to whom the provisions of this article may apply, shall post, in a conspicuous place in their place of employment, a list of all such, giving names, sex, ages, and number of working-permits, and shall retain the working-permits for such during the term of employment, and these and the premises shall be open to the inspection of the school attendance-officer or his representatives, as well as to any representative of the state department of labor. Failure to post and keep posted such lists, or to produce the working-permits on demand, shall be considered as *prima facie* evidence of a violation of the child-labor laws of this state, and shall subject the employer to a fine of $50 in each case.

Sec. 245. Illiterate minors. — All persons over sixteen and under eighteen years of age, who have not such ability to read, write, and spell in the English language as is required for the completion of the fourth school grade of the public schools of the school district in which they reside, shall be known as illiterate minors;[1] and no such person shall be employed in any form of employment mentioned in Sec. 240 of this Code unless such person attends regularly a public evening school, or other evening school approved for school attendance, if such a school be maintained in the school district in which such person resides or works.

Sec. 246. Penalty for not attending. — Every illiterate minor employed must regularly attend an evening school, if such be maintained by the school-district, or, if not employed, a day or evening school; and every parent or other person in parental relation, having under his or her control an illiterate minor, shall require him or her to attend regularly a day or evening school. For failure to so attend, a minor shall be liable to a fine of $5, and the parent, or person in parental

[1] But few of these will be located by the school census, as most of them will be new residents of foreign birth, and will need to be located in other ways.

relation, shall be liable to a fine of $10, and each day may be considered as a separate offence; and whoever induces or attempts to induce such a minor to absent himself or herself unlawfully from a school which he or she should attend, or harbors or employs such while the school is in session, shall also be liable to a fine of $10 for each such offense.[1]

Article 42. General Control

Sec. 247. State board to make regulations. — The state board of education may approve uniform rules and regulations, not inconsistent with law, for the more detailed administration of the provisions of this chapter.[2]

Sec. 248. Commissioner of education may remove attendance-officer. — The state commissioner of education may remove from office any county or city attendance-officer who shall neglect or refuse to carry out the provisions of this article, and may appoint his successor. In case he deems that the board of education has not paid enough to secure efficient service, or has not made proper provision for the maintenance of the office, he may also direct that a larger expenditure be made by them for the service.[3]

Sec. 249. Disposition of fines. — All fines collected for any violation of the provisions of this chapter of this Code

[1] It was hoped that, by fining the minor, the parent, and the employer, all such illiterate minors would be brought into the evening schools, where such are provided.

[2] There are many details, omitted from this chapter, which it was felt that it would be better to let the state department suggest general rules and regulations for, the state board of education giving such the effect of law by approving such.

[3] This was felt to be a wise precaution to insure compliance with the law. Otherwise a county or city which did not want the law enforced could appoint an attendance-officer who could be relied upon to do little. If such were to happen, the commissioner of education could remove him and appoint his successor. The power to direct better maintenance for the work is also the power to make the work effective.

shall be paid in and placed to the credit of the school district in which the case originated.[1]

Article 43. Education of Defectives and Dependents

Sec. 250. State and local provision for. — In addition to the provisions made in this Code for the education locally of the deaf, dumb, blind, crippled, feeble in mind, poor, or other special classes of children, the different state institutions for the education of defective and dependent children, provided for elsewhere in the laws of Osceola, and under separate control, are hereby, in part, incorporated into the system of public instruction of this state, and to the extent that the educational departments of all such institutions, namely, the following: —

1. The State School for the Blind, at Tioga Rapids;
2. The State School for the Deaf and Dumb, at Indian Creek;
3. The State Industrial School for Girls, at Wichita Falls;
4. The State Industrial School for Boys, at Oneida;
5. The State Orphan Home, at Lone Butte; and
6. The Penitentiary for First Offenders, at Natomas;

shall be and hereby are placed under the general supervision of the state department of education, with power vested in such department to supervise the instruction therein, to suggest changes in the discipline and management of the pupils, and to suggest legislation needed to make the educational work in such more effective.[2]

[1] This is an incentive to local enforcement of the laws relating to census, compulsory education, and child labor.

[2] This opens the way for making the educational work in such institutions really educational.

CHAPTER XVII. THE STATE AND NON-STATE EFFORT

Article 44. Private and Parochial Schools

Sec. 251. Public education not exclusive. — While the schools and educational institutions supported by the public shall be open, free of charge, to all properly qualified persons, they shall not constitute an exclusive educational system. On the contrary, both private and parochial educational effort shall be permitted and encouraged, so long as the standards maintained by the state are not lowered thereby. Any parent or other person in parental relation to a child may choose the school, — public, private, or parochial, — to which he desires to send the child, and, so long as such school meets the standards set by the state, as set forth in Sec. 252 of this Code, attendance at such shall be considered as complying with the compulsory education laws of this state,[1] as stated in Art. 40 of this Code.

Sec. 252. Approval of schools for attendance. — Any private or parochial school in this state, offering instruction to pupils within the compulsory-attendance ages, may be approved, by the board of education of the district in which it is located, for the attendance of pupils thereat in satisfaction of the requirements of Art. 40 of this Code relating to compulsory education, if: —

(*a*) The reports required by Sec. 254 of this Code have been made and the records required by the same section are properly kept;

[1] If the school is as good there is no reason why attendance at such should not be taken as equivalent.

(*b*) The statutory school subjects are taught therein;

(*c*) The school is taught in the English language, not including instruction in a modern or ancient language given as a subject of study;

(*d*) The term is at least as long as that of the public schools of the same grade in the same school-district; and

(*e*) The superintendent of education for the county or city school-district in which such school is located certifies that he has examined the school, or has had the state department of education do so for him, and is satisfied that the instruction in such equals in thoroughness and efficiency, though not necessarily the same in kind or amounts, the instruction in the public schools of the same grade in the county or city school-district in which such school is located; but no approval shall be made or refused on the basis of any religious teaching offered therein.[1] Schools once approved for school attendance under the provisions of this section may later be disapproved, for failure to comply with the law relating thereto.

Sec. 253. **Appeal from decision.** — If any county or city superintendent of education, on his own examination, refuses to approve any private or parochial school for the purposes of attendance thereat, and the authorities of such school shall not be satisfied with the decision, they may appeal to the state commissioner of education, who shall then cause an examination to be made, and the decision of the state department of education in the matter shall be final.[2] In all examinations and approvals the principle of liberty of instruction,

[1] With religious teaching the state has nothing to do; all of the other requirements, though, are fundamental, and it would obviously be poor state policy to approve schools which were poorer than those maintained by the public in the same school district.

[2] This will insure fair treatment, though the danger is rather the other way. Many of the commission desired to give the commissioner of education power to reverse, for cause, a local approval.

so long as standards are maintained, shall be observed, and approval shall not be refused if the instruction is approximately as good and thorough as that of the public schools, though it be different in scope or amount.

Sec. 254. All private and parochial schools to report. — All private and parochial schools, or private or parochial institutions of any kind having a school connected therewith, shall be required to report, on uniform blanks issued by the commissioner of education, and at the time for making such reports, such statistics as the state board of education shall approve, and relating to the number of pupils and instructors, enrollment, attendance, courses of study, length of term, cost of tuition, and the general condition of the institution under their charge.[1] All private, parochial, and other schools shall also keep their records as to attendance in the regular state class-room school-register, or other standard forms used for recording attendance, which shall be furnished to them free of charge, and according to the rules and regulations prescribed for public schools, and must coöperate with the public schools in the matter of the school attendance,[2] as required by Secs. 224, 225 and 231 of this Code.

Sec. 255. State coöperation with. — All attendance-officers for county or city school-districts shall coöperate as fully with private and parochial school authorities in the enforcement of the compulsory attendance laws as with the public schools; all private and parochial schools shall be supplied with the state class-room school-register, and all blank forms relating to the school census, school attendance, and reporting, free of charge; habitually truant and offending pupils in such may be sent to the public parental-home schools; and all private and parochial schools shall have the right to bor-

[1] Such information is necessary if the state is to have any clear knowledge of its educational resources and service.

[2] This is an obviously necessary requirement.

row books from the state or county library, or to purchase any text-book or reading-circle book, approved and adopted by the state, at the same prices as public-school authorities or public-school teachers. All teachers in private or parochial schools may attend the teachers' institutes, and may receive teachers' certificates of any grade, on the same conditions [1] as teachers in the public schools.

Sec. 256. Exemption from taxation. — In addition, any private or parochial school, not conducted for profit, and which complies with all of the conditions for approval, as stated in Sec. 252 of this Code, and which is approved for school attendance, and which is also, in addition, open for inspection and approval by representatives of the state department of education, may also be certified to the state board of education, by the commissioner of education, for exemption from all state, county, and local taxation, local improvement-assessments excepted, on its permanent endowment funds and so much of its grounds, buildings, and equipment as are actually used in and necessary for instruction and management.[2] If the state board of education approves of the recommendation it shall so certify to the county assessor of the county in which such school is located, who shall in turn notify any city or town assessor concerned, and such school shall thereafter be exempt from such taxation, unless the exemption be revoked for good cause by the state board of education.

Article 45. Degree-conferring Institutions

Sec. 257. State supervision of. — The state board of education shall formulate and promulgate general rules for classi-

[1] This of course means the reference to freedom in attendance and right to take examinations and receive certificates. It does not include pay for attendance at teachers' institutes, which would be unconstitutional.

[2] This is a desirable return for good service rendered, and is only simple justice.

fying schools, colleges, institutes, technical institutions, universities, and other institutions of learning within this state, which confer degrees or diplomas; shall determine the minimum requirements for each as to endowment, instructing force, library, laboratories, and grade of work; and shall have power to regulate the conferring of degrees and diplomas within this state.[1]

Sec. 258. Exemption from taxation. — Any non-state school, college, institute, technical institution, university, or free public museum or library, not conducted for profit, may apply to the state department of education for an examination and inspection, with a view to exemption from taxation, as provided for schools in Sec. 256 of this Code. If the institution meets the minimum standard set by the state board of education, and, resources and needs considered, offers a satisfactory grade of instruction or service in the work attempted, such institution may be certified to the state board of education, by the commissioner of education, for exemption from state and local taxation, local improvement-assessments excepted, on its permanent endowment funds and on so much of its grounds, buildings, and equipment as are actually used in and necessary for instruction and management. If the state board of education approves of the recommendation it shall certify the same for exemption, until revoked for cause, and following the same method provided for in Sec. 256 of this Code.

Article 46. Designation and Intent of Act

Sec. 259. Official title. — This Act shall be known and cited as the Revised School Code of the State of Osceola.

Sec. 260. Intent of Act; repealing clause. — This Act is intended to be and is amendatory of, and a recodification

[1] This is a desirable new power that teaching institutions may be standardized and names, diplomas, and degrees be given some definite value and meaning.

as amended of, all laws relating to schools of the state of Osceola, and all acts and parts of acts inconsistent with, or in conflict with, the provisions of this Act are hereby repealed.

Sec. 261. **When to take effect.** — That part of this Act relating to the appointment of a state board of education, a state commissioner of education, and the organization of a state department of education, shall take effect as soon after the approval of this act as may be; and all other parts of this Act, except where otherwise specified, shall take effect the first day of July, 1914.

Sec. 262. **Initial appropriation.** — To initiate the work of the state department of education, hereby created, and to cover all expenses authorized by this Code until July 1, 1914, there is hereby placed at the disposal of the state board of education, when appointed, and from any moneys in the treasury of this state not otherwise appropriated, the sum of twenty-five thousand dollars, or so much thereof as may be needed, to be paid out on the order of said board for any of the purposes of this Act.

Passed by the Senate, February 14, 1914.
Passed by the House, February 21, 1914.
Approved, February 24, 1914.

APPENDICES

To show better the costs and the plans for reorganization proposed in the Revised School Code, the Educational Code Commission submits the following Appendices.

A. Statistics as to the state of Osceola.

B. Estimated cost for the state department of education, as provided for by Chap. I.

C. Estimated state grants, as provided for by Chap. VIII.

D. County educational reorganization, as required by Art. 6, illustrated by Chippewa County.

E. The new state apportionment plan, illustrated by the apportionment sheet for Chippewa County.

F. Selected success-grade forms.

APPENDIX A

STATISTICS AS TO THE STATE OF OSCEOLA

(Figures for 1912–1913)

Assessed wealth of the state		$2,624,196,001
Number of counties in the state		90
Number of cities in state (1st class, by Sec. 34)		4
Number of cities in state (2d class, by Sec. 34)		89
Number of teachers employed:		
In 1st class city school-districts	2,253	
In 2d class city school-districts	3,437	
Total employed in cities	5,690	
In non-city school-districts	9,560	
(In 1-teacher rural schools, 8,513)		
Total employed in the state		15,250
Number employed in high schools:		
In city school-districts	1,130	
In non-city school-districts	485	
Total number of high-school teachers		1,615
Number of intermediate-school teachers		405
Number of elementary-school teachers:		13,230
In city school-districts	3,670	
In non-city school-districts	9,560	
Number of high-schools in the state:		313
In city school-districts	95	
In non-city school-districts	218	
Number of school census children, 4 to 20 years of age		637,420
Average daily attendance at all public schools		325,060
Former basis for the apportionment of school funds:		
$200 for each teacher employed		$3,050,000
$2 for each child of census age		1,274,840
Total state aid granted		$4,324,840
Deduct income from state school fund		312,328
Net taxation cost for state aid [1]		$4,012,512

[1] This was equal to a state tax of .16¢ on the $100 of assessed valuation of all property in 1912–1913.

ESTIMATED CHANGES, AFTER NEW SYSTEM IS IN OPERATION

(By 1919–1920 — After 5 years)

Assessed wealth of the state increase to		$3,000,000,000
Teachers employed in 95 city school-districts:		
High-school teachers increased from	1,130 to	1,350
Intermediate-school teachers increase from	405 to	850
Elementary-school teachers increase from	3,670 to	3,800
Teachers employed in 90 county school-districts:		
High-school teachers increase from	485 to	2,000
Intermediate-school teachers increase from	0 to	500
Elementary-school teachers decrease from	9,560 to	6,000
Total number of teachers in state decrease from	15,250 to	14,500
In city districts increase from	5,690 to	6,000
In county districts decrease from	9,560 to	8,500
Total number of teachers		14,500
In high-schools	3,350	
In intermediate-schools	1,350	
In elementary schools	9,800	
Total average daily attendance increase from	325,060 to	450,000

APPENDIX B

ESTIMATED COST FOR THE STATE DEPARTMENT OF EDUCATION

The following is a somewhat general and liberal estimate of what such a state department of education as is proposed in Chap. I of the School Code would cost when fully organized, — say in about four or five years. The salaries and other expenses have been estimated, and rather liberal allowances for salaries have been included, because the efficiency of such a department will depend largely on the ability to command the services of first-rate men and women. The number of employees and their salaries and distribution would naturally vary somewhat in practice, but it is probable that the total number and the total costs would not vary very much from the estimate here given. It will be seen that what is intended is that the state department of education, a branch of the state service into which the state puts about one-half of its total expenses, shall be dignified by the creation of a directing department which shall be as efficient, for the work it has to do, as is the state supreme court, the state railway commission, the state highway commission, or the state agricultural and horticultural department. The care of children and the improvement of the public welfare is here conceived to be as important as the care of crops, live-stock, and property.

GENERAL ESTIMATE AS TO NEEDS

I. General Administration

	Estimated Cost	
1 Commissioner of education	$9,000	
1 Assistant commissioner	5,000	
1 Private secretary to the commissioner	2,500	
4 Stenographers, and coypists	5,000	
1 Messenger	1,000	
Total for general administration		$22,500

II. Divisions of the Department

1. *Business Division.*		
1 Secretary and business manager	$5,000	
1 Assistant secretary and business manager	2,500	
3 Bookkeepers and accountants	5,000	
2 Stenographers and copyists	2,500	
1 Porter and messenger	1,000	
Total for business department		$16,000
2. *Legal Division.*		
1 Chief for the legal division	$4,000	
1 Assistant in the legal work	2,000	
2 Stenographers and copyists	2,500	
Total for division		$8,500
3. *Statistical Division.*		
1 Chief statistician	$4,000	
2 Assistant statisticians	3,500	
2 Stenographers, assistants, and copyists	2,500	
Total for division		$10,000
4. *Library and Library-extension Division.* This division is merely transferred to the control of the state department of education. The only additional expense would be for increased efficiency in connection with the county-library work, estimated at		$10,000
5. *Museum and Science-extension Division.* The museum, like the state library, is merely transferred to the education department, and increases in cost will be for increased efficiency. As it is proposed to extend the services materially, this may be estimated to cost, after a few years, a yearly addition of		$15,000
6. *Schoolhouse-construction and Sanitation Division.*		
1 School architect, as chief of division	$4,000	
1 Sanitation expert	3,000	
1 Traveling inspector of school buildings	2,500	
2 Draughtsmen	2,500	
1 Stenographer and copyist	1,200	
Total for division		$13,200
7. *Child-welfare Division.*		
1 Chief of division, in health supervision	$4,000	
1 Expert in study of abnormal children	3,600	
1 Expert in study of retardation	3,000	
1 Expert in playground organization	2,400	
1 Office worker and assistant	1,800	
2 Stenographers and copyists	2,500	
Total for division		$17,300

8. Rural and Agricultural-education Division.		
1 Chief of division, in rural-life work	$4,000	
3 Rural-survey experts and extension workers	6,500	
2 Experts in rural education	5,000	
2 Stenographers and copyists	2,500	
Total for division		$18,000
9. Elementary-education Division.		
1 Supervisor of elementary education	$4,000	
1 Expert in primary work	3,000	
1 Expert in intermediate-school work	3,000	
1 School-survey expert	3,000	
1 Examiner of schools	2,500	
1 Stenographer and copyist	1,500	
Total for elementary-education division		$18,000
10. Secondary-education Division.		
1 Supervisor of secondary education	$4,000	
1 Expert in industrial education	3,000	
1 Expert in home-life instruction	3,000	
1 Expert in agricultural education	3,000	
1 School examiner	3,000	
2 Stenographers and copyists	2,500	
Total for division		$18,500
11. Special-class Education Division.		
1 Supervisor of educational work in state institutions	$4,000	
1 Inspector of reformatory and parental-home schools	3,000	
1 Inspector of school-census and compulsory-education work	2,500	
1 Stenographer, copyist, and assistant	1,500	
Total for division		$11,000
12. Examining, Certificating, and Pensioning Division.		
1 Chief of division, in charge of examinations	$4,000	
1 Bookkeeper and register of certificates	2,000	
1 Assistant in the division	2,000	
1 Stenographer and copyist	1,500	
Allowance for readers, in excess of income from fees for examinations	3,000	
Total for division		$12,500
13. Training of Teachers Division.		
1 Inspector of normal schools and training classes	$4,000	
1 Assistant in the organization and direction of institutes in the state	3,600	
1 Assistant for reading-circle and extension work	3,000	
1 Stenographer and copyist	1,500	
Allowance for conducting district institutes	3,000	
Total for division		$15,100

14. Art and Music Division.		
1 Head of the division, for drawing	$4,000	
1 Assistant, for music organization	4,000	
1 Assistant for applied art	3,200	
1 Stenographer and assistant	1,500	
Total for division		$12,700
15. Industrial and Vocational-education Division.		
1 Chief, for industrial education	$5,000	
1 Industrial-survey expert	4,000	
1 Expert for commercial work	3,600	
1 Expert for trade and vocational education	3,000	
1 Stenographer and assistant	1,500	
Total for division		$17,100
16. Information and Extension Division.		
1 Chief of the division	$4,000	
6 Stenographers and copyists	8,000	
Total for division		$12,000
17. Editorial Division.		
1 Editor of publications	$4,000	
1 Assistant editor	1,800	
1 Draughtsman and illustrator	1,800	
2 Proofreaders	2,400	
1 Stenographer and copyist	1,500	
Total for division		$11,500

III. General Expenses for Department

For travel expenses of experts	$20,000	
For postage, telegrams, express, etc.	10,000	
For printing, stationery, and supplies	12,000	
For special investigations	10,000	
For printing of publications	50,000	
For contingent fund, necessary expenses	14,100	
Total for general expenses		$116,100
Grand total for maintenance of department of education, after fully organized		$375,000
Deductions [1]		
Present cost for department (1912–1913)	$76,500	
Possible saving in expenses for county institutes	13,500	$90,000
Net yearly increased cost for department [2]		$285,000

[1] There will be a still further unestimated saving on schoolhouse plans, probably $250,000, during the first five years, during the period of reconstruction.

[2] This would be equal to .0101¢ on the $100 of assessed valuation of all property in 1912–1913, and to .0095¢ on the estimated valuation by the time this department gets fully organized.

COMPARATIVE COSTS, FOR OSCEOLA

Last session of the legislature	$238,000
Maintenance of national guard	300,000
Aid for orphan children	650,000
Cost for reformatories	475,000
Care of the insane	1,220,000
State railway commission	260,000
State highway commission	175,000
State Agric. and Hortic. commission	480,000
Dept. of agriculture, Univ. of Osceola	587,500
State board of health	186,000

APPENDIX C

ESTIMATED STATE GRANTS, AS PROVIDED FOR BY CHAPTER VIII

Items	For 1914–1915, based on 1913–1914		For 1919–1920, based on 1918–1919	
	No.	Amount	No.	Amount
I. Teacher Grants.				
City Supts. of education	93	$65,000	95	$90,000
County Supts. of education	90	39,000	90	80,000
Asst. City Supts. of education	15	9,000	25	15,000
Asst. Co. Supts. of education	13	7,800	130	75,000
City school health-officers	20	20,200	110	115,000
County school health-officers	4	4,000	90	80,000
City school attendance-officers	28	12,000	40	16,000
County school Attend.-officers	6	2,000	90	38,000
School nurses, city and county	3	900	25	7,500
Elementary and Kn. teachers	13,230	2,646,000	9,600	2,400,000
Intermediate-school teachers	405	81,000	1,550	272,250
High-school teachers	1,615	323,200	3,250	975,000
Additional special-type Trs.			125	40,000
Total teacher grants	15,464	$3,210,100	14,965	$4,203,750
II. Extra School Grants.				
Secondary-school grants (Yrs. of Instr. offered)	1,015	$101,500	4,225	$422,500
Special grants for industrial work in schools		205,000		1,300,000
County Agric. high-schools	14	28,000	90	180,000
City industrial schools	16	18,000	75	120,000
Teachers'-training courses in Co. Agr. high-schools	13	6,500	50	25,000
City normal schools	10	10,000	3	3,000
Parental-home schools	9	7,200	100	80,000
Total extra school grants		$382,200		$2,130,500

ESTIMATED STATE GRANTS — *Continued*

Items	For 1914–1915, based on 1913–1914		For 1919–1920, based on 1918–1919	
	No.	Amount	No.	Amount
III. Library and Book Grants.				
City libraries, under school department	28	$30,000	65	$70,000
County libraries in operation	42	45,000	90	100,000
County branch libraries	55	13,750	1,200	300,000
For aid in the purchase of books, apportionments on:				
Elementary-school Trs.	13,230	264,600	9,600	192,000
Intermediate-school Trs.	405	10,125	1,550	38,750
Secondary-school Trs.	1,615	48,450	3,250	97,500
Total library and book grants		$411,925		$798,250
IV. Attendance Grants.				
Estimate of $3 per pupil	325,060	$975,180		
Estimate of $2 per pupil			450,000	$900,000
V. Consolidated School Grants.				
At $150 per teacher, for from 3 to 6 per school	270	$40,500	6,300	$945,000
Summary		1914–1915		1919–1920
I. Teacher grants		$3,210,100		$4,203,750
II. Extra school grants		382,200		2,130,500
III. Library and book grants		411,925		798,250
IV. Attendance grants		975,180		900,000
V. Consolidated school grants		40,500		945,000
Total grants		$5,019,905		$8,977,500
State aid for buildings, as per Sec. 133 of Code, for five years		1,000,000		
Total cost		$6,019,905		$8,977,500
Required State-tax Appropriation.				
Based on $20 per pupil in average daily attendance would be . .		$6,501,800		$9,000,000
This sum would be equivalent to a state tax of on the $100 of assessed valuation of all property in the state.		.249¢		.300¢

APPENDIX D

COUNTY EDUCATIONAL REORGANIZATION ILLUSTRATED BY CHIPPEWA COUNTY

To illustrate the educational reorganization required to be made by the provisions of Art. 6, one of the counties of Osceola has been carefully studied by the commission, and the results are here presented, as an Appendix, to illustrate the process of reorganization, the costs for reorganization, and the workings of the new chapter on the apportionment of school funds.

For this purpose Chippewa County was taken, as it is a type of a well-settled agricultural county in Osceola. The county had a total population of approximately 35,000, of which approximately 15,000 were in the central county-seat city of Chippewa Falls. The town of Dunkirk (see map, p. 228) had approximately 1200; Selma and Cisco approximately 800 each; and Yolo and Ceres approximately 450 each. The central city and the five town school-districts are shaded on the map. The remainder of the population is scattered fairly evenly throughout the county, the greatest rural density perhaps being in the Pontiac River valley. The county is located in a good agricultural section of the state; is approximately level, well watered, and well drained; and the land values are high. Farm tenantry has increased rather rapidly recently, largely due to the desire to get better educational and social advantages for the children than the rural schools and rural life afford. The average is still low, however, being only 18.3 per cent for the county. The assessed wealth of the county, outside of the city of Chippewa Falls, was approximately $20,000,000 at the last county assessment. The central city has a number of small manufactories of some importance, and carries on a large business with the rural districts.

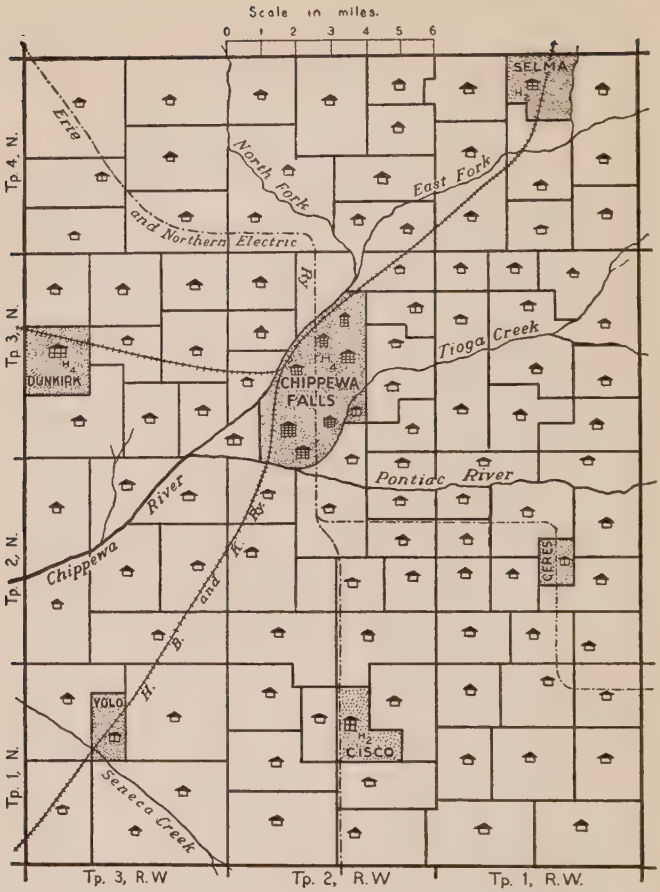
The schools in the city of Chippewa Falls are well maintained, there being good supervision; a good high school, with some vocational work; a well-organized intermediate school, elementary schools, and kindergartens; as well as a small city industrial school, and a small night school. Salaries are fair for the size of the city, and maintenance charges reasonably good. A nine and a half months' school term has been maintained. A superintendent of schools, paid $3600, four special supervisors, an attendance-officer, and a city school-health-officer are employed, in addition to sixty-two regular day-school teachers and principals, and two evening-school teachers.

The schools in the rural districts, like the schools in most other counties in Osceola, represent no such state of advancement. In 105 of the 108 school-districts outside of the central city only elementary-school instruction is offered, although a number of the districts have added a so-called ninth year. This has served chiefly to reduce the time for all classes, and has not infrequently resulted in the neglect of the smaller children. Two-year high schools are found in two of the towns, Cisco and Selma, while at Dunkirk a four-year high school is maintained. About one-half of the rural districts paid high-school tuition for some of their children last year, the total for these districts being $6635. None of the districts outside of the towns maintained over a seven months' term of school last year, and twenty-seven districts maintained only six months. The wages paid in the district schools ran from $55 to $65 a month, usually being as low as the old minimum salary-law allowed, for the purpose of keeping down district taxation. The expenditures last year, outside of the central city, were $88,177, of which $64,925 was for elementary schools; $12,667 for secondary schools and tuition in secondary schools; and $10,585 for the supervision and administration of the system. The supervision was carried on by a county superintendent of schools, paid $1200, and an office assistant at $800. One short visit was made to each rural teacher last year by the county superintendent of schools, and this is the usual amount of direct supervision given. About one-third of the teachers outside of the towns are teaching on a third-grade county teacher's certificate.

The first map shows the districts as they now exist, and the second map shows the result after the county educational reorganization, provided for by Art. 6. The county would now be made the unit, and the 108 school-districts would now be consolidated into 14 county attendance-subdistricts. The central city, as it employs over the 25 teachers required by Sec. 34, is organized as a separate school-district, and as a city school-district of the second class. A city board of education of five would now be elected from the city at large, to manage the schools of the city school-district, and a county board of education of five would also be elected, from the county at large and outside of the city, to manage the educational affairs of the county school-district.

In the reorganization, one two-teacher rural district, lying between the city of Chippewa Falls and the junction of the two rivers, has been added to the city school-district, for geographical as well as educational reasons, though the city limits do not extend so far. The five towns in the county have been used as concentrating centers, partly because the location of the roads makes this advisable, and also because they form the natural community centers. The boundary lines of the old school-districts followed township and section lines very largely, as may be seen by a glance at the first map; the boundary lines of the new subdistricts follow the natural geographic boundaries, such as the water courses, or the approximate community boundaries of the different rural communities. In two cases, subdistricts I and XI, elongated subdistricts have been formed, extending beyond the community boundaries, because of the ability to utilize the interurban electric road for the transportation of the children to and from school. The arrows and lines on the subdistrict maps show the direction and length of the transportation routes. These vary in length from three to seven miles, and forty-one transportation wagons will be required to carry all of the children. In three subdistricts both wagons and the trolley are used.

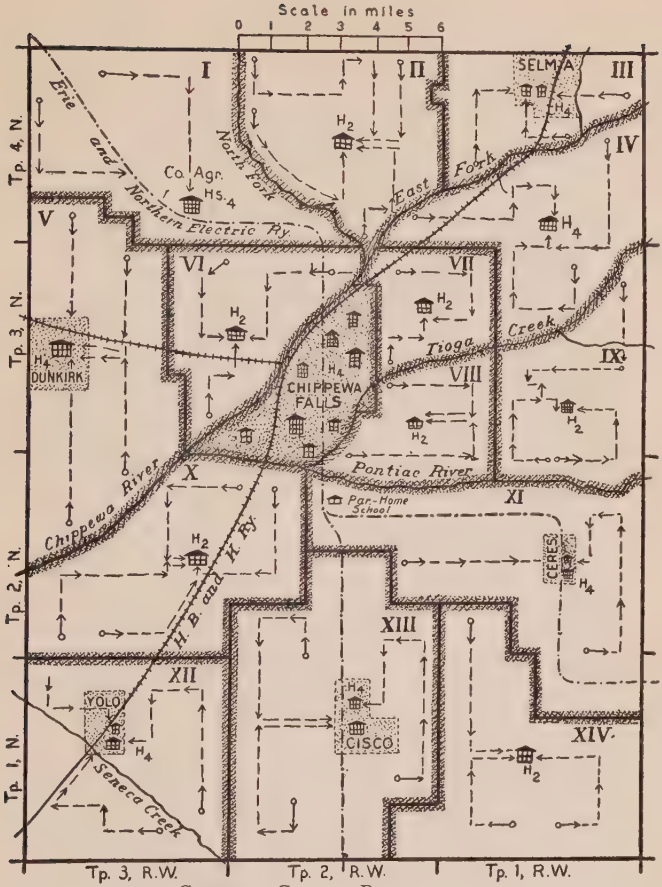
By means of such a county educational reorganization a new rural school system would be created, capable of great service to rural people. In the place of the 103 little rural district school buildings, many of them pictures of neglect, 14 large, well-built,



CHIPPEWA COUNTY, AS IT IS NOW

This map shows the educational organization of the county, as it is now. At the center of the county is the city of Chippewa Falls, which employs sixty-two teachers, and maintains elementary, intermediate and high schools, and in addition has a superintendent and six special supervisors. Two towns maintain two-year high schools, the town of Dunkirk maintains a four-year high school, and two villages have two-room graded schools. Besides these there are ninety-nine school-districts in the county employing one teacher, and four districts employing two teachers. In 105 rural districts only elementary instruction is offered. These same districts spent, last year, $6,634 for tuition in high schools.

The county, as will be seen from the map, is three townships or eighteen miles wide, and four townships, or twenty-four miles long, and contains 132 square miles. It is level and a rich agricultural section. Both steam roads and electric interurbans run in three directions from the central city.



CHIPPEWA COUNTY, REORGANIZED

This map shows Chippewa County, after it has been reorganized, as provided for in article six of the Code. The 108 school-districts have been reduced to fourteen, not counting the central city, and all one-teacher schools have been abandoned. Instead there are now fourteen consolidated schools, with electric or wagon transportation to each, and seven of the fourteen provide four-year high school courses in addition, while the other seven provide two-year courses. There is, in connection with one, a county agricultural high school, so located as to be easily accessible from all parts of the county. There is also a parental home school, just outside of the city, maintained jointly by the city and county districts. Branch libraries are maintained at all fourteen schools.

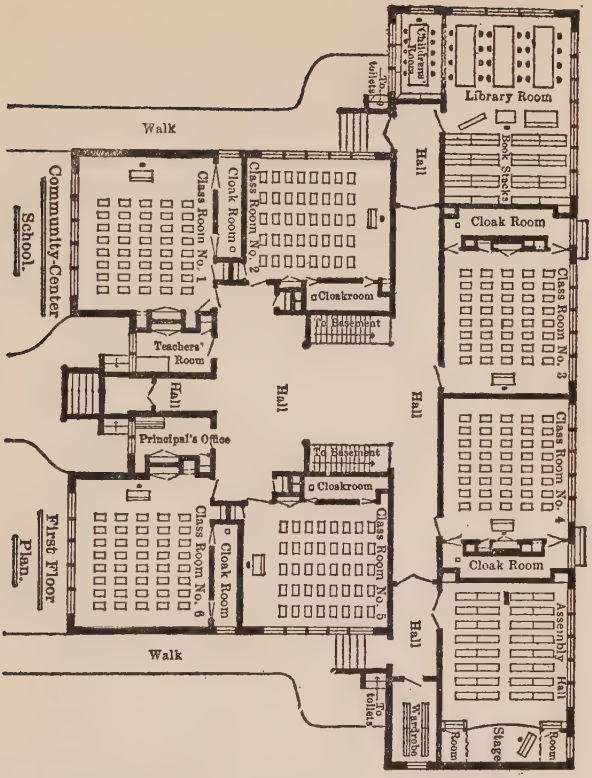
There are but two school-districts in the county now, one city school-district and one county school-district, with fourteen first class and no second class subdistricts. Each subdistrict has a board of directors of three, or a total of forty-two for the county instead of the three hundred and thirty district trustees under the old plan. The city board of education is similarly reduced from one of twelve, elected by wards, to one of five, from the city at large.

Note in how few cases the new subdistrict boundary lines follow the township lines, subdistrict XII alone being coincident with the township. Fourteen subdistricts and one city are required for the twelve townships.

well-lighted, and well-heated, consolidated, community-center school buildings would be erected, each containing an assembly hall and a branch county library, and each a landmark in its community. Under the provisions of Sec. 133 of this Code, each would have at least 5 acres of land, and hence would be equipped for rural life instruction and needs. The accompanying picture and floor plans of such a building, built in another state, show what we might expect. The great rural service of such a community-center building can hardly be overestimated.

A Community-center School

In addition to providing for graded instruction, and special supervision for the elementary schools, perhaps the most important single feature of such a reorganization would be the general provision for secondary education for every child in the county, and secondary education adapted to rural needs at that. In 7 of the 14 subdistricts, two-year secondary schools are provided for, and in the other 7 full four-year courses are to be maintained. The arrangement of these districts is also such that a four-year secondary school is always found in a subdistrict adjacent to a subdistrict maintaining a two-year high school. In one of the subdistricts, easily accessible by interurban trolley, a four-year county secondary school of agriculture is to be maintained, open to any child in the county. The county school-district and the city school-district unite in the maintenance of a parental-home school, conveniently located just outside of the city school-district, and easily accessible from all parts of the county. County and city attend-



[Reproduced from Cubberley's *Rural Life and Education*, by permission of Houghton Mifflin Company.]

In the basement the heating plant and fuel and janitor's rooms are under classrooms 3 and 4. The manual-training room is under the assembly hall; the domestic science and sewing rooms are under the library; a science laboratory is under classroom No. 1, and an agricultural laboratory is under classroom No. 6. The toilet rooms and showers are under classrooms 2 and 5, under 2 for girls and women, and under 5 for boys and men, and so arranged that they may be entered by the school children by the main stairways from above or from the playground by the rear basement entrance stairs leading to the library or to the assembly hall.

Note that the six classrooms form a unit by themselves, and can be closed off from the library and assembly hall entirely. Similarly either the assembly hall or the library may be used, at any time, without any access to the school proper. The toilet rooms in the basement may be shut off, in a similar manner, from the school.

ance-officers coöperate in the enforcement of the census and compulsory attendance laws.

The table below shows clearly the educational results of such a reorganization. From this table it will be seen that only 66 teachers are really needed to provide for the needs of the elementary-school children, whereas now 115 teachers are required;

TABLE NO. 1. RESULTS OF REORGANIZATION IN CHIPPEWA COUNTY

Number of Subdistrict	Number of Districts consolidated to form	Teachers Now employed In			Consolidated School would Require			Transportation Arrangements		Years of Secondary Instruction Provided For
		Elementary Schools	High Schools	Total	Elementary Teachers	High School Teachers	Total	Wagon Routes	Trolley Cars	
I	6	7	—	7	4	5	9	2	yes	4
II	7	7	—	7	4	2	6	4	—	2
III	5	6	2	8	4	3	7	3	—	4
IV	9	10	—	10	4	3	7	3	—	4
V	9	11	3	14	6	4	10	4	—	4
VI	6	6	—	6	4	2	6	3	—	2
VII	5	6	—	6	4	2	6	2	—	2
VIII	6	6	—	6	4	2	6	2	—	2
IX	6	6	—	6	4	2	6	3	—	2
X	7	7	—	7	4	2	6	4	—	2
XI	16	17	—	17	8	4	12	2	yes	4
XII	6	7	—	7	4	3	7	3	—	4
XIII	11	12	2	14	8	4	12	3	yes	4
XIV	7	7	—	7	4	2	6	3	—	2
Totals	108	115	7	122	66	40	106	41	3	—

The only change for the central city school-district is the annexation of one two-teacher school.

and, after adding 33 additional secondary-school teachers, to provide good secondary-school instruction for all, and some supervision for each school, a total of only 106 teachers would be required. This provides graded classroom instruction for all, with no teacher in a consolidated school having over two grades to teach, while in

two schools a teacher for every school grade is provided. In addition, the way is now open for the provision of good instruction in special subjects, — music, drawing, domestic science, manual training, and agriculture, — which before was hardly possible.

Of course such a system of rural education will naturally cost more, though not as much more as one might suppose. As a county superintendent in a neighboring state said, recently: "The only way to get better schools is to spend more money, in a better way; — there is no other way." The increased cost, though, will be for the very much better educational facilities provided, the better instruction, and the longer term. If only the same kind of supervision and the same scope of instruction were provided, and for the same short term, the reorganized plan, after offering the advantages of graded instruction and not over two classes to any one teacher, would actually be, after paying all new charges for the transportation of pupils, cheaper than the one now employed. These facts can be shown by a series of financial tables.

Table No. 3 presents the cost, last year, for the school system maintained in Chippewa County, outside of the city of Chippewa Falls, and as shown on map 1. After deducting the state apportionment, the actual taxation cost, on a valuation of approximately $20,000,000., outside of the city, was .303¢ on the $100 of assessed valuation.

Table No. 4 shows what the same kind of school system would cost if reorganized as shown by map 2, and providing the same type of supervision, same length of term, the same limited secondary-school facilities, and the same scale of general expense for supplies and upkeep of buildings, and assuming the same rate of state apportionment as before. The actual taxation cost would now be but .232¢ on the $100 of assessed valuation, or an actual reduction in cost of .071¢ on the $100 in tax, or 24 per cent, and with a graded school system, in new and modern buildings and with transportation included, substituted for the old district system. It would pay the county to reorganize its schools, even if no better school facilities were provided.

This, of course, does not include the cost of the new school buildings required. Assuming that these averaged, with land,

TABLE NO. 3. COST FOR THE COUNTY SCHOOL SYSTEM FOR CHIPPEWA COUNTY, 1912–1913

(Includes all schools except those in the central city.)

I. For Teachers' Salaries

99 Teachers in one-room rural schools, for an average of 6 months and 14 days, and at an average of $60 per month, or $402 per year	$39,798	
8 Teachers in two-room rural schools, for six months each, at an average of $62.50 per month, or $375 per year	3,000	
11 Teachers in villages and towns, for an average of 8 months, and at an average of $65 per month, or $520 per year	5,720	
7 High-school teachers, for eight months and at $90 per month, or $720 per year	5,040	
Teachers' pay for 7 Saturday institutes	2,745	
Total for teachers		$56,303

II. For Administration and Supervision

1 County superintendent of schools	$1,200	
1 Clerical assistant to superintendent	800	
Travel, printing, books, and office expenses	6,000	
District administration expenses, at an average of $12.25 per teacher employed	1,470	
109 District trustees, at annual trustees' institute, at $2 per day and expenses	680	
Expenses connected with the annual county, township, and trustees' institutes	435	
Total administration expenses		$10,585

III. Supplies and Upkeep

Fuel for 120 classrooms, at $18 each	$2,160	
Library and books, at an average of $18 per teacher	2,078	
School apparatus and supplies, at an average of $28.50 per teacher	3,448	
Janitor service, 120 classrooms	4,850	
Repairs to school buildings, at an average of $17.50 per classroom	2,118	
Total supplies and upkeep		$14,654

IV. Transportation and High-school Tuition

Transportation of pupils	$——		
High-school tuition, paid by the districts	6,635	$6,635	
Total cost for present system		88,177	
Received from state apportionment		27,600	
Actual taxation cost			$60,577

TABLE NO. 4. COST FOR THE REORGANIZED SCHOOL SYSTEM, ON THE OLD BASIS

I. For Teachers' Salaries

66 Teachers in elementary-school work, for an average of 7 months, at the average pay of $61 per month, or $427 per year	$28,182	
7 High-school teachers, at $90 per month, for 8 months, or $720 per year	5,040	
Teachers' pay for 7 Saturday institutes	1,630	
Total for teachers		$34,852

II. For Administration and Supervision

1 County superintendent of education	$1,200	
1 Clerical assistant to the superintendent	800	
Travel, printing, books, and office expenses	4,000	
District administration expenses, at an average of $12.50 per teacher	808	
14 Trustees, at annual trustees' institute, at $2 per day and expenses	88	
Expenses connected with the annual county, district, and trustees' institutes	435	
Total administration expenses		$7,331

III. Supplies and Upkeep

Fuel for 73 classrooms (14 bldgs.) at $18 each	$1,314	
Library and books, at an average of $25 per teacher (increased from $18 because of larger classes)	1,825	
School apparatus and supplies, at $28.50 per teacher	2,080	
Janitor service, 14 schools, for 7 months	6,000	
Repairs to school buildings, at an average of $17.50 for each of the 73 classrooms	1,278	
Total supplies and upkeep		$12,497

IV. Transportation and Tuition

41 Transportation routes, 7 months, at $300 each	$12,300	
Trolley transportation for 3 schools	300	
High-school tuition, paid by the districts	6,635	
Total transportation and tuition		$19,235
Total cost for reorganized system, old basis		73,915
Received from state apportionment		27,600
Actual taxation cost for reorganized system		$46,315

$20,000 each, which is probably high rather than low, the total cost for the 14 buildings required, together with the half cost of providing the parental-home school, and after deducting money received from the sale of the old buildings and sites, and received from the state as building subsidies under the provisions of article 24 of the Revised School Code, would probably be about $200,000. For this, bonds would need to be issued. At 5 per cent, the interest on these would be $10,000 the first year, decreasing constantly thereafter, and $10,000 of the bonds would need to be retired each year for twenty years. This would mean a maximum bond and interest charge of $20,000 or a tax of 10¢ on the $100 of assessed valuation, or, with this added, but .029¢ more than the rate for schools before the reorganization.

The universal experience, however, is that communities are not content to continue on the old basis, once the inertia of decades is overcome and a reorganization is effected, and it is not the intent of this Code that counties should continue on the old basis as to salaries, educational facilities provided, length of term, kind of supervision, supplies, upkeep, or other items. A general advance along the whole line is required by the Revised School Code, with the intent of providing the county school-districts of Osceola, as well as the city school-districts, with a thoroughly modern and a thoroughly efficient school system. Table No. 5 shows what such would provide, and cost. Map No. 2 shows how the new school system would be organized.

TABLE NO 5. COST FOR THE REORGANIZED SYSTEM, ON THE NEW BASIS OF EXPENDITURE

I. For Teachers' Salaries

66 Elementary-school teachers, at $75 per month, for 9 months, or $675 per year	$44,550	
26 High-school teachers, at $100 per month for 9 months, or $900 per year	23,400	
14 High-school teachers, who also act as principals for the schools at $150 per month, or $1350 per year	18,900	
2 Teachers in parental-home school (half of the cost for this paid by the city)	1,200	
Teachers' pay for 8 Saturday institutes	3,718	
Total for teachers		$91,768

II. For Administration and Supervision

1 County superintendent of education	$3,000	
1 Assistant county superintendent	1,500	
1 Secretary of the county board of education	1,200	
1 County school health-officer	2,700	
1 County school attendance-officer	1,200	
3 Special supervisors (primary work, grammar-grade work, and agriculture)	3,800	
Travel, printing, telephones, and office expenses	7,000	
Total administrative expenses		$20,400

III. For Supplies and Upkeep

Fuel, for 75 classrooms (15 bldgs.) at $18 each	$1,350	
Books and supplies, including free text-books	5,500	
Apparatus and laboratory supplies	15,000	
Extra expenses, agricultural high school, for instruction and extension work	2,500	
Extra expenses, parental-home school (½)	800	
Janitor service, 14 schools, 9 months, with one head-janitor for 12 months	7,500	
Repairs and upkeep, 75 rooms, at $50 each	3,750	
Total for supplies and upkeep		$36,400

IV. For the County Library

1 County librarian	$1,800	
14 Branch librarians, at $400 each, 12 months	5,600	
For new books for library	2,000	
For expenses of administration and distribution	2,000	
Total for county library work		$11,400

V. For Transportation and Tuition

41 Transportation routes, 9 months, at $400 each	$16,400	
Trolley transportation for three schools	400	
High school tuition to be paid (none)		
Total for transportation and tuition		$16,800
Total cost for reorganized system, new basis	$176,768	
To be received from state apportionment	67,825	
Actual taxation cost for system		$108,943
Taxation cost for old system		60,577
Increased cost for the new system		$48,366
Deducting still further, the amount previously spent by the county supervisors on the county library		3,200
Final net increased taxation cost for the new system		$45,166

In all items of expenditure a substantial advance is made, as will be noticed by comparing Table 5 with Table 3, and the net increased taxation-cost for the new system would be equal to .242¢ on the $100 of assessed valuation. This amount would, in a very short time, be repaid to the county by the increased efficiency of the farming alone, due to the general introduction of instruction in agriculture.

APPENDIX E

THE NEW STATE APPORTIONMENT PLAN

The working of the new state apportionment scheme is shown in detail by Table 6, this being assumed to be a copy of the state apportionment sheet for Chippewa County, as made out by the state department of education, and forwarded to the county school officials. This reveals how fully the new apportionment plan provides for rewarding almost all of the desirable efforts made by a community, and for withholding rewards when effort is not made.

TABLE NO. 6. STATE APPORTIONMENT SHEET FOR CHIPPEWA COUNTY

(Based on the provisions of Chap. VIII of the Revised School Code.)

I. The County School-district

1. Teacher Grants.

For county superintendent of education (⅓ salary)	$1,000	
For 1 assistant county superintendent (⅓ salary)	500	
For 1 county school health-officer (⅓ salary)	900	
For 1 county school attendance-officer (⅓ salary)	400	
For 3 special supervisors, at $400 each	1,200	
For 66 elementary-school teachers, at $250 each	16,500	
For 2 parental-home school teachers (½ paid by city)	250	
For 40 secondary-school teachers, at $300 each	12,000	
Total teacher grants		$32,750

2. Extra Grants for Schools Maintained.

For 34 years of secondary-school instruction offered, in 14 schools, at $100 a year	$3,400	
For 1 4-year school of agriculture	2,000	
For 1 parental-home school (½ to city)	400	
For extra grants for industrial courses	4,200	
Total extra school grants		$10,000

3. Attendance Grants.

Estimate of 4000 pupils in average daily attendance, under reorganized system, at an estimated sum of $2 each	$ 8,000

4. Library Grants.

For 1 county library maintained ($\frac{1}{3}$ cost of)	$1,200	
For 14 branch county libraries, at $250 each	3,500	
For purchase of books and free text-books, on		
66 elementary-school teachers, at $25 each	1,650	
40 secondary-school teachers, at $35 each	1,400	
Total library grants		$7,750

5. Consolidated-school Grants.

For 14 consolidated community-center schools, $150 per teacher for all teachers over 3 and less than 6 in number in any school, or a total of 62 teachers		$9,300
Total from state apportionments for county school-district		$67,800

II. The City School-district

1. Teacher Grants.

For 1 city superintendent of education ($\frac{1}{3}$ salary)	$1,200	
For 1 city school health-officer ($\frac{1}{3}$ salary)	1,000	
For 1 city school attendance-officer ($\frac{1}{3}$ salary)	400	
For 4 special supervisors, at $400 each	1,600	
For 4 kindergarten teachers, at $250 each	1,000	
For 36 elementary-school teachers, at $250, each	9,000	
For 8 intermediate-school teachers, at $275 each	2,200	
For 9 secondary-school teachers, at $300 each	2,700	
For 2 industrial-school teachers, intermediate-school grade, at $275 each	550	
For 2 parental-home school teachers ($\frac{1}{2}$ to county)	250	
Total teacher grants		$19,900

2. Extra Grants for Schools Maintained.

For 4 years of secondary-school instruction offered, at $100 per year	$400	
For courses in industrial and household work		
4 courses in intermediate schools, at $100	400	
2 courses in secondary schools, at $125	250	
For 1 city industrial school maintained	800	
For 1 parental-home school ($\frac{1}{2}$ to county)	400	
Total extra school grants		$2,050

3. Attendance Grants.

For 2455 pupils in average daily attendance, at an estimated sum of $2 each	$4,910

4. Library Grants.

For 1 city free-library, under control of school board (⅓ expenses)	$1,200	
For purchase of books and free text-books on		
41 elementary-school teachers, at $25	1,025	
10 intermediate-school teachers, at $30	300	
10 secondary-school teachers, at $35	350	
Total library grants		$2,825
Total from state apportionments for the city school-district		$32,140

SUMMARY

Total apportionments for county school-district	$67,800	
Total apportionments for city school-district	32,140	
Total to Chippewa County		$99,940

APPENDIX F

SELECTED SUCCESS-GRADE FORMS

The following is another plan, suggested by a Professor of Education in the state university of a neighboring state.

PROVISIONAL PLAN FOR THE MEASURE OF MERIT OF TEACHERS

(Used by permission of Professor EDWARD C. ELLIOTT, of the University of Wisconsin)

GENERAL PROPOSITIONS

1. Does not the general betterment of educational achievement finally depend upon, (*a*) the analysis of the complex teaching process into its essential, constituent elements; and (*b*) the recognition and possession by teachers of the qualities and capacities upon which these elements are grounded?
2. Is it not possible to devise and to apply to the teaching process impersonal, objective standards of value whereby the relative worth and efficiency of teachers may be determined more justly and with greater precision than under the prevailing practices?
3. As fundamental conditions for the cumulative improvement of teaching and for the greater effectiveness of school organization, should not teachers, (*a*) be encouraged and trained to determine their own professional worth in accordance with standards mutually agreed upon by teachers and supervisors; (*b*) receive the benefits of direct, constructive criticism, and the stimulation of continuous, skillful, personal, *non-interfering* supervision; and (*c*) claim exemption from *snap* measurements of their merit based upon casual visitation and intermittent inspection, and from the unsupported, arbitrary judgments of superiors?

4. Does not the economical improvement of the products of public education require that the conditions and results of the teacher's work be tested by methods of an objective, quantitative character rather than by judgments of a subjective, qualitative nature?

PROVISIONAL PLAN FOR THE MEASURE OF MERIT OF TEACHERS

City (District)---------- School ---------- Room ----------

Teacher ---------- Grade ---------- Subject ----------

No. of Pupils --- Boys --- Girls --- Date ----------

Special conditions ----------

General Instructions

Deduct from possible 10; very slight, 2; slight, 4; marked, 6; very marked, 7; extreme, 8. (Possible 20, 40, 60, 80, or 100, in same proportion.)

Total efficiency = Total Individual Efficiency *plus* Total Directed Efficiency.

Minimum standard for approval; according to the standards and exigencies of the school or school system.

Individual Efficiency — 800 units	Suggested Values	Deficiencies	Determined Values
I. Physical Efficiency — 80 units	(80)		
1. Impressions — general	10		
2. Health — general	20		
3. Voice	20		
4. Habits — personal	10		
5. Energy and endurance; power of relaxation	20		
II. Moral — Native Efficiency — 100 units	(100)		
1. Self-control	20		
2. Optimism — enthusiasm	20		
3. Sympathy — tact	20		
4. Industry — sense of responsibility	10		
5. Adaptability	10		
6. Sense of humor	10		
7. Judicial mindedness	10		

Individual Efficiency — 800 units	Suggested Values	Deficiencies	Determined Values
III. Administrative Efficiency — 80 units	(80)		
1. Regularity at post of duty	10		
2. Initiative; resourcefulness	20		
3. Promptness and accuracy	10		
4. Executive capacity	20		
5. Economy (time, property)	10		
6. Coöperation (associates and superiors)	10		
IV. Dynamic Efficiency — 180 units	(180)		
1. Preparation. Including: *a.* intellectual capacity; *b.* academic education; *c.* professional training; *d.* command and use of English	20		
2. Professional attitudes and interest	10		
3. Human nature attitudes and interest (Appreciation of values — physical, intellectual, social, and moral, in child life)	10		
4. Instructional skill	80		
Including:			
a. Definiteness of aim and procedure			
b. Attention and interest of pupils			
c. Formality *vs.* vitality of instruction			
d. Motor *vs.* verbal methods			
e. Application of the technique of teaching; organization and presentation of subject matter; the recitation as an *artistic* product			
f. Application of the technique of living; extent and quality of participation and contribution of pupils; the recitation as a *democratic* activity			
g. The tools and machinery of instruction; effective adaptation			
h. Assignment of work			
5. Responsiveness to directions and suggestions	20		
6. Governmental and directive skill (discipline)	40		
V. Projected Efficiency — 50 units	(50)		
1. Economical oversight of pupils not immediately under instruction	10		

Individual Efficiency — 800 units	Suggested Values	Deficiencies	Determined Values
2. Continuing preparation *a.* Daily; *b.* Weekly; *c.* Annual	10		
3. The school program	10		
4. Increase of professional equipment (professional associations, study, and reading; travel)	20		
VI. Achieved Efficiency — 250 units	(250)		
1. Respect of pupils and community	30		
2. Leadership; stimulation of individuals and community	30		
3. School achievement			
a. Responsiveness of pupils; readiness and accuracy	30		
b. Illustrative results	80		
c. Examinations; rate and amount of progress of pupils	80		
VII. Social Efficiency — 60 units	(60)		
1. Intra-mural interests	30		
2. Extra-mural interests			
a. Cultural and ethical	10		
b. Civic	10		
c. School — patrons	10		
Total Individual Efficiency	800		

Directed Efficiency — 200 units	Suggested Values	Deficiencies	Determined Values
I. Supervisory Efficiency — 200 units	(200)		
1. Constructive criticism	40		
2. Non-interfering supervision	40		
3. Community encouragement	40		
4. Professional confidence	40		
5. Recognition of individuality	40		
Total Directed Efficiency	200		

Summary

Determined Individual Efficiency ---------- units

Determined Directed Efficiency ---------- units

Total Efficiency ---------- units

SPECIAL NOTE

It is believed that this analytical plan for the study of teaching merit will be of the greater service if placed directly in the hands of teachers for their own guidance, and as a basis for coöperative effort between teachers and supervisors. *The plan is not intended to be used as a score card by inspectors.*

While the numerical values assigned to the several items are thought to represent general proportional worths, they may be considered as arbitrary, and as affording merely a convenient device for the recording of objective judgments and for the better diagnosis of defects.

Selected Success-Grades

The following law and success schedules illustrate the plan in use in a neighboring state.

(1903, p. 291. Approved March 9, 1903. In force April 23, 1903.)

Items for Success-Grades. — 1. The State Superintendent of Public Instruction is hereby required to provide from time to time such schedule of items as should, in his judgment, enter into the record and grading in the item of a teacher's success by the City, Town, and County Superintendent of schools.

Superintendents furnish Items. — 2. It shall be the duty of the City, Town, and County Superintendents of schools to visit each year the teachers under their charge and supervision, and from personal inspection and otherwise make an itemized statement and grading of the success of each teacher under their charge, and in accordance with the rules and schedule of the State Superintendent of Public Instruction, as provided in Section 1 of this act.

Issuance and Record of Success Statement. — 3. It shall be the duty of each school superintendent to issue over his signature and deliver to each teacher under his supervision, not later than

July 1, each year, such a statement of the success of each as is contemplated in Section 2 of this act, and shall keep on file in a permanent record book duplicates of all such statements. A teacher's success-grade so issued shall be his legal success-grade for one year from the date of its issuance.

SCHEDULES OF SUCCESS ITEMS

Form I

FOR THE USE OF COUNTY SUPERINTENDENTS

I. Qualification		*0 to 20*
1. Natural ability and personality	(0 to 10)	
2. Scholarship	(0 to 5)	
3. Professional training	(0 to 5)	
II. The recitation		*0 to 40*
1. Subject matter — appropriateness of	(0 to 5)	
2. Purpose	(0 to 5)	
3. Plan	(0 to 5)	
4. Preparation —		
a. Teacher	(0 to 5)	
b. Pupils	(0 to 5)	
5. Skill	(0 to 5)	
6. Thoroughness	(0 to 5)	
7. Assignment	(0 to 5)	
III. Relation of Teacher to the School and Community		*0 to 40*
1. Classification and gradation	(0 to 5)	
2. Industry, and interest in the aims and plans of the school community	(0 to 5)	
3. Governing ability	(0 to 10)	
4. Sanitary conditions and neatness	(0 to 5)	
5. Care of school property, keeping records, making reports	(0 to 5)	
6. Coöperation with other teachers, the Trustee, and County Superintendent	(0 to 5)	
7. Libraries, reading circles, and journals	(0 to 5)	

Total %

Teacher

County Superintendent.

191–

Form II

FOR THE USE OF CITY AND TOWN SUPERINTENDENTS DESIRING A BRIEF SCHEDULE

I. Teaching ability		*55%*
1. Professional attainment	(20%)	
2. Conduct of the recitation	(15%)	
3. Results in scholarship of pupils	(20%)	
II. Governing and Disciplinary Ability		*30%*
1. Moral and social influence on pupils and community	(10%)	
2. Ability to develop self-reliance, industry, integrity, fidelity, etc.	(10%)	
3. Personality of the teacher	(10%)	
III. Professional and Community Interest		*15%*
1. Coöperation with other teachers and supervisors	(5%)	
2. Interest in aims and plans of the school	(5%)	
3. Professional ambition and growth	(5%)	
Total		%

Teacher

City / Town } Superintendent.

191–

Form III

FOR THE USE OF CITY AND TOWN SUPERINTENDENTS DESIRING A MORE DETAILED SCHEDULE

I. Teaching Ability		*55%*
A. Professional attainment	(20%)	
1. Scholastic preparation		
2. Professional training		
B. The recitation	(15%)	
1. Preparation of teacher and pupils		
2. Appropriateness of subject matter		
3. Definiteness of aim and purpose		
4. Skill in questioning		
5. Progression in plan		
6. Care in assignments of lessons		
7. Balancing of lines of work		
C. Results in scholarship of pupils	(20%)	
1. Acquisition of facts and relations		
2. Accuracy		
3. General information		
4. Awakening of scholarly interests		
5. Clearness and elegance of expression		

II. Governing and Disciplinary Ability 30%

A. Moral and social influence on pupils and community (10%)
Ability to develop in the pupils the altruistic virtues — recognition of law and social rights

B. Ability to develop egoistic virtues — industry, honesty, reliability, fidelity, etc. (10%)

C. Personality and appearance of teacher (10%)
Personal and moral worth and influence, habits, disposition, health, attire, sympathy, energy, manliness or womanliness, honesty, etc.

III. Professional and Community Interest 15%

A. Coöperation with other teachers and with supervisors (5%)

B. Interest in aims and plans of school community (5%)

1. Care of school property —
   a. Protection of supplies and furniture
   b. Neatness
   c. School decoration
2. Building up of strong school sentiment in the community
3. Educational, literary, or social club work

C. Professional pursuits (5%)

1. Present lines of professional study
2. Reading of educational literature
3. Attendance upon summer schools, institutes, and associations

Total %

Teacher

City / Town } Superintendent.

191–

Form I, as indicated, is for the use of County Superintendents in grading the teachers under their supervision. Form II is for the Town and City Superintendents. Form III is a detailed analysis of Form II, and is intended more especially for the guidance of teachers in their study, but may be used by the City and Town Superintendents desiring the longer form.

The City and Town Superintendents should hand the success-grades to their teachers not later than July 1st each year, and forward copies of the same to the County Superintendents, who will keep the official success records for the counties.

The County Superintendents should ask the County Councils

to provide supplies of blanks and records made necessary by the passage of this act.

The following explanations of the schedule are submitted: By "scholastic preparation" is meant the time spent in study in some of the higher educational institutions in addition to the scholarship as shown on license. Teachers should be encouraged to study at least four years in advance of the work they are engaged in. A high school teacher should have a four years' college course, and a grade teacher at least a four years' high school course, etc.

The teacher who is really interested professionally is the one who seeks most persistently to better fit herself both by scholastic and professional training for more thorough work. Experience is sometimes counted by Superintendents as a large factor in marking success, but the teacher who has taught twenty or more years may have shown in all that time no professional interest and little ability, and may have been unwilling to spend any of her time or money in real preparation for her work. It seems to me that a teacher who is willing to teach ten or twelve years without first having made extensive preparation for good work in some first-class school, ought to be ranked very low in success.

The remaining items under I and II will be readily understood.

By "Community Interest" is meant the coöperation of teacher with the other teachers and the Principal or Superintendent in furthering the aims and plans of the school community. Many teachers who are satisfactory in their schoolroom work do not fit into the community life of the school. They are controlled by little troubles of various kinds, and are often exclusive and self-centered. This always gives annoyance to the Principal and keeps him constantly adjusting troubles. Again, many good teachers are without ambition to assist in the general welfare of the school. They look after their own room, but give no time or attention to help carry out the suggestions from the Principal or Superintendent. The best teacher coöperates heartily with her Principal, her Superintendent, and associates in all movements for the improvement of the school and the school community.

"Professional Pursuits" is an important item. A teacher who is satisfied simply to teach school without investigating and improv-

ing, except as suggested by the Principal or Superintendent, is not doing her best. She should be interested in good works on pedagogy, psychology, methods, etc. Her reading of school periodicals, attendance upon educational gatherings, her knowledge of current events and the literature of the day, are all important factors to be considered in marking the success-grade.

The difficulty in applying these schedules will be in marking the details. After having marked the items conscientiously, the Superintendent often finds that he does not give his real estimate of the teacher. He feels that it is too much or too little, especially when she is compared with other teachers whom he has marked just as carefully on the same plan.

The Superintendent should have in mind all the items mentioned in the schedules, but it will be difficult to mark them separately. After all, one's "general impression" of a school is a better guide than the summary of the several items, especially when the Superintendent is in doubt.

A teacher is successful when she is training her children to love order, obedience, politeness, and to have reverence for things sacred. In judging the work of a gardener we pay very little attention to the "method" of planting, sowing, cultivating, or reaping, but the emphasis is placed upon the growing plant in its various stages, and to the finished product. Likewise, in passing judgment upon the work of the teacher, the general spirit of the school, rather than the detailed analysis; the "general impression" of the teacher's worth instead of the grading of the several items, should guide the Superintendent in marking the success-grades.

Appeal from Statement. — 4. The State Superintendent of Public Instruction is hereby authorized to investigate and revise such cases of unfair grading in the items of a teacher's success as may be brought to his attention in a written appeal, made and sworn to before any person authorized to administer oaths, not later than thirty days after the issuance of said grade. All such sworn statements and papers relating to the case shall be filed with the County Superintendent of schools, and shall by him be forwarded to the State Superintendent of Public Instruction within ten days after the filing of such appeal.

INDEX

In many respects the *Analytical Table of Contents* given at the beginning of this book forms a better index than can be given here, as it is arranged in the same logical form as the Constitution and Code. For convenience in consulting the material contained in this volume the following alphabetical index is added.

	Page	Section
Administration of school system	5	4
Advisory county educational boards	47	22
Age limits for schooling	84	63
Agricultural education —		
County schools for	93	81
County schools, courses in	94	82
Division of, in state dept.	30	12
Apportionment of funds —		
Basis of	114	113
Basis of, for state fund	123	120
County school tax	120	115
State school-fund income	120	116
Attendance and term	84	63
Attendance-officer —		
Appointment of	46, 79	20, 53
Comr. Educ. may remove	207	248
Average daily attendance defined	107	103
Blind children — Education of	201	239
Bonds — School district	129	130
Sale and redemption of	130	131
Buildings, School —		
Approval of plans for	127	125
Care of, by janitors	132	135
Condemnation of	128	127
Erection of	128	127
Insurance of	133	136
Plumbing facilities	127	126
Sanitary surveys of	128	127
State aid for consolidated	131	133
State aid for county schools of agriculture	132	134
State plans for	126	124
Suitable accommodations required	125	121
Tax for, or bonding	129	129
Use of	126	123
Business division of state department of education	27	12
Business manager in cities	78	51
Census, School —		
A continuing census	187	223
Maintaining the same	187	224
New census to be taken	185	221
Census board in cities	189	226
Certificates, teachers —		
City-district certificates	172	196
Elementary-school	155	172
Health-officer	171	192
Intermediate-school	159	175
Kindergarten	154	170
Librarian's	171	193
Provisional	171	195
School-janitor's	171	194
Secondary-school	161	177
Special	169	190
Supervisory	163	180
Vocational	166	183
Validity of, for teaching	181	215
Certification of teachers —		
Certificates continued	148	161
Certificates required	148	160
Interstate comity	150	164
Number of examinations	150	165
Registration required	151	166
State system of	149	162
Success schedules for	151	167
Suspension and revocation	153	169
Charitable and penal institutions	6	5
Child labor — When prohibited	202	240
Age certificates and working permits	203	241
Child welfare division in state department of education	31	12
City and county governments combined	80	55

	Page	Section
City boards of education —		
Constitution of	64	37
General powers of	10	9
Powers and duties of	76	47
City industrial and trade schools	94	83
City normal schools	108	105
City school-districts —		
Creation of	65	39
Powers of boards for	71	46
City school-district certificates. (*See* Certificates.)		
City superintendent of education —		
Appointment of	72	46
In cities of first class	77	50
Clinical child psychologist	136	140
Commissioner of education —		
Approve county reorganization plans	57	30
May remove attendance officer	207	248
Make regulations for certification of teachers	149	163
Powers and duties	7 25	6 11
Compulsory education —		
Age limits for	190	227
Attendance elsewhere	192	228
All schools to report	193	230
Attendance officer's duties	195	232
Arrest of truants	195	233
Children exempted	190	227
Definition of truants	196	234
Duty of parents	192	229
Illiterate minors	206	245
Parental-home schools	197	235
Constitutional mandate	3	1
Contagious diseases	137	142
County the unit for schools	38	14
County boards of education —		
Constitution	38	15
Meetings	39	17
Powers and duties	10 39	9 18
Secretary for	46	20
County educational organization	10 38	9 14
County educational reorganization	55	27
Approval of plan	57	30
Commission for	55	27
County school tax	108	105
County superintendent of education	44	19
Assistant superintendents	47	21
Powers and duties	48	23
Courses of study, control of	12	13
Deaf and dumb — Educ. of	201	239
Defectives and dependents —		
Education of	208	250
Department of education, state. (*See* State department.)		
District school-tax	109	106
Districts, school —		
City school-districts	60	34
Classification of	59	33
Control of	55 61	26 35
Joint districts	60	33
School *vs.* civil	4	3
Editorial division of state department of education	35	12
Educational board, County advisory	47	22
Elections, school	67	40
Electors and ballots	69	43
Elementary education division of state department of education	32	12
Elementary schools	81	57
Elementary school instruction	86	68
Examining division of state department of education	33	12
Exclusion from schools	85 138	64 144
Extension division of state department of education	34	12
Extension education	12	14
Fiscal year	112	110
Fund, state school	112	110
Funds, use of different	121	118
Health examinations	137	141
Health-officer certificates. (*See* Certificates.)		
Health supervision and instruction required	134	137
Health supervisors — certification of	134	138
Health work in the schools —		
Purposes of	135	139
Holidays, school	85	66

	Page	Section
Illiterate minors to attend school	206	245
Industrial education division of state department of education	34	12
Industrial schools in cities	94	83
Industrial schools — instruction in	95	84
Information division of state department of education	34	12
Institutes — Annual	182	218
Local meetings	182	217
State district meetings	183	220
State department to assist	183	219
Instruction, language of	88	71
Intermediate schools	82	58
Intermediate school instruction	87	69
Intermediate school certificates. (*See* Certificates.)		
Janitor's certificates. (*See* Certificates.)		
Kindergartens	83	60
Kindergarten certificates. (*See* Certificates.)		
Language of instruction	88	71
Legal division of state department of education	28	12
Legislation, state board to recommend	7	5
Librarians, County	95	87
Librarian's certificates. (*See* Certificates.)		
Librarian, state —		
Appointment of	30	12
Head of library system	98	91
Libraries, county	95	86
Cities may join	98	90
County branches	95	88
Schools and	97	89
Library, state —		
Control of	7	5
Division of state department of education	30	12
Museum, state —		
Control of	7	5
Division of state department of education	30	12
Negroes, special schools for	4 83	2 62
Normal schools —		
City	146	156
Courses of instruction in	143	152
Graduates certificated	145	155
Government of each school	144	153
Local training schools	146	156
Powers and duties of trustees	144	154
State schools	143	150
To whom open	143	151
Oversight and control of schools	18	3
Parental-home schools	197	235
Commitment to	198	236
Parochial schools		
Approval for attendance at	209	252
Exemption from taxation	213	258
Reports required from	211	254
Paroled children	200	237
Pensions for teachers	176	206
Pensions — basis of plan	177	207
Poor-relief for children	200	238
Private schools —		
Approval for attendance	209	252
Exemption from taxation	213	258
Reports required from	211	254
Public education not exclusive	209	251
Publication of state department of education	35	13
Reading-circle board	178	208
Reading-circle books	178	209
Reading-circle examinations	180	213
Reading-circle exemptions	181	216
Reading-circle syllabus	179	211
Reports of state board of education	7 35	5 13
Rural-education division of state department of education	31	12
Sanitary control	137 139	142 145
Sanitary division of state department of education	30	12
Sanitary surveys of buildings	128	127
School corporations	4	3
School corporations and taxation	11	10
School districts. (*See* Districts.)		
Schoolhouse-construction division of state department of education	30	12
School census. (*See* Census.)		

	Page	Section
School fund, state	8	7
	106	100
Income from	113	111
	120	116
School funds, local	107	104
School supplies to be furnished	142	149
Schools, types of, provided for	4	2
	13	14
	18	2
Schools, classification of	81	57
Secondary-education division of state department of education	32	12
Secondary schools	82	57
Secondary-school advantages	89	72
Secondary-school instruction	88	70
Secretary county boards of education —		
Appointment of	46	20
Powers and duties	52	24
Sectarian schools and aid	11	11
Sectarian schools and taxation	213	258
Special certificates. (*See* Certificates.)		
Special-class schools	83	61
Special-class-education division of state department of education	32	12
State board of education	5	5
Constitution	19	4
Executive officers	20	6
Expenses of	107	102
General powers and duties	6	5
	20	7
State commissioner of education. (*See* Commissioner.)		
State department of education —		
Divisions of	27	12
Organization of	24	10
Publications of	35	13
State educational organization	17	1
State school-tax	106	101
Apportionment of proceeds of	113	112
State normal schools. (*See* Normal schools.)		
State teachers college	147	158
State university. (*See* University of Osceola.)		
Statistical division of state department of education	29	12
Study, courses of	12	13
Subdistricts — classification of	59	33
Taxes in	110	107
Subdistrict school officers	62	36
Subdistrict school boards —		
Powers and duties of	70	45
Success-grades — Yearly	152	168
Success-grades on reading-circle work	180	214
Success schedules for teachers	151	167
Superintendent of education —		
In cities	72	46
In cities of 1st class	77	50
Superintendents of schools —		
County. (*See* County superintendent.)		
State. (*See* Commissioner of education.)		
Tenure of	175	204
Superintendent of school properties	78	52
Superintendent of school-attendance	79	53
Supervisory certificates. (*See* Certificates.)		
System — a state school system	4	3
	17	1
Scope of	4	2
	18	2
	81	56
Tax — County school-tax	108	105
District taxation	109	105
State school	106	101
Taxation for education	9	8
By school corporations	11	10
Taxation — Exemptions from	12	12
	213	258
Taxes — Certifying for levy	110	108
Limits of levy	111	109
Subdistrict	110	107
Teachers —		
Appeals after dismissal	175	203
Causes for dismissal	175	202
Certification of. (*See* Certificates.)		
Indefinite tenure	174	200
Pay of	176	205
Pensions for	176	206
Preliminary appointments	173	199
Tenure of teachers	173	199
Term of school required	12	14
Text-books — Selection of	12	13
State approved lists	140	147
To be furnished free	141	148
Units for adoptions	140	146

	Page	Section
Time of term	85	65
Trade and industrial schools	94	83
Instruction in	95	84
Training-of-teachers division of state department of education	33	12
(*Also see* Normal schools.)		
City normal schools	146	157
County training classes	146	156
State teachers college	147	158
University of Osceola	13	15
Admission to	91	77
Culmination of state system	100	93
Government of	100	94
Instruction in	103	97
Regents' duties	101	95
Scope of instruction in	104	98
Support of	103	96
The standard of measure	105	99
Vaccination required	138	143
Vocational education	92	78
Certificates. (*See* Certificates.)		
Definitions of	92	79
Division of in state department of education	34	12
Nature of instruction	92	80
Working permits —		
Employers must exhibit	205	244
Nature and use of	205	243
Papers required for	204	242

S Printed in the United States of America.

THE following pages contain advertisements of a few of the Macmillan books on kindred subjects

TEXTBOOK SERIES IN EDUCATION

EDITED BY PAUL MONROE

Textbook in the History of Education

BY PAUL MONROE, PH.D.

Cloth, 8vo, illustrated, xix + 772 pages, $1.90

The merits which the author has sought to incorporate in this book are: (1) To furnish a body of historical facts sufficient to give the student concrete material from which to form generalizations. (2) To suggest, chiefly by classification of this material, interpretations such as will not consist merely in unsupported generalizations. (3) To give, to some degree, a flavor of the original sources of information. (4) To make evident the relation between educational development and other aspects of the history of civilization. (5) To deal with educational tendencies rather than with men. (6) To show the connection between educational theory and actual school work in its historical development. (7) To suggest relations with present educational work.

Textbook in the Principles of Education

BY ERNEST NORTON HENDERSON, PH.D.

Cloth, 8vo, illustrated, xiv + 593 pages, $1.75

This book presents, in a systematic way, the outlines of the theory of education from the point of view of evolution. It takes up this conception at the point where it has been dropped by other writers. It develops the theory, reconstructing it in accordance with the latest scientific knowledge of the subject. In this treatment the significant biological facts, reproduction, the helpless period of infancy and the lack of inheritance, at least to any appreciable degree of acquired characters, have served as a basis upon which to organize the facts of the Principles of Education.

State and County Educational Reorganization

BY ELLWOOD P. CUBBERLEY

Other volumes in the Textbook Series in preparation

THE MACMILLAN COMPANY

64-66 Fifth Avenue, New York

BOSTON ATLANTA DALLAS CHICAGO SAN FRANCISCO

BRIEF COURSE SERIES IN EDUCATION

EDITED BY PAUL MONROE

A Brief Course in the History of Education

BY PAUL MONROE, PH.D.

Cloth, 12mo, illustrated, xviii + 409 pages, $1.25

This book has been prepared to meet the demands of students in education in normal, training, and college classes. This book presents in briefer form the material contained in the textbook on the "History of Education." Even in the abbreviated form the book contains all the important topics set up with enough helpful material to give body to the subject and to indicate the relationship between history or social life and education.

A Brief Course in the Teaching Process

BY GEORGE DRAYTON STRAYER, PH.D.

Cloth, 12mo, xiv + 315 pages, $1.25

This follows the "Brief Course in the History of Education." In this volume several typical methods of instruction have been carefully treated, and the validity of the particular practice indicated in terms of the end to be accomplished, as well as the technique to be used. The problems that teachers face day after day are all concretely treated. The book is the direct outcome of experience in trying to help teachers to grow in skill in the art of teaching.

School Hygiene

BY FLETCHER B. DRESSLAR, PH.D.

Cloth, 12mo, illustrated, xi + 369 pages, $1.25

This volume contains authoritative information on all the important topics on school hygiene and sanitation, the information needed by teachers, supervisors, and school administrators on the construction and sanitation of school buildings, the establishment of the child in hygienic habits and the conduct of school work and instructions under hygienic conditions.

Other volumes in the Brief Course Series in preparation

THE MACMILLAN COMPANY

64–66 Fifth Avenue, New York

BOSTON ATLANTA DALLAS CHICAGO SAN FRANCISCO

A Cyclopedia of Education

EDITED BY PAUL MONROE, PH.D.

Professor of the History of Education, Teachers College, Columbia University; Author of "A Text Book in the History of Education," "Brief Course in the History of Education," etc.

The need of such work is evidenced: by the great mass of varied educational literature showing an equal range in educational practice and theory; by the growing importance of the school as a social institution, and the fuller recognition of education as a social process; and by the great increase in the number of teachers and the instability of tenure which at the same time marks the profession.

The men who need it are: all teachers, professional men, editors, ministers, legislators, all public men who deal with large questions of public welfare intimately connected with education — every one who appreciates the value of a reference work which will give him the outlines of any educational problem, the suggested solutions, the statistical information, and in general the essential facts necessary to its comprehension.

Among the departmental Editors associated with Dr. Monroe are Dr. Elmer E. Brown, Pres. N. Y. Univ., U. S. Commissioner of Education; Prof. E. F. Buchner, of Johns Hopkins; Dr. Wm. H. Burnham, Clark University; M. Gabriel Compayré, Inspector-General of Public Instruction, Paris, France; Prof. Wilhelm Munch, of Berlin University, Germany; Prof. John Dewey, of Columbia University; Dr. Ellwood P. Cubberley, Stanford University, Cal.; Prof. Foster Watson, of the University College of Wales; Dr. David Snedden, Commissioner of Education for the State of Massachusetts; and others.

Complete in five large quarto volumes, $25

THE MACMILLAN COMPANY

64-66 Fifth Avenue, New York

CHICAGO BOSTON SAN FRANCISCO DALLAS ATLANTA

Syllabus of Lectures on the History of Education

WITH SELECTED BIBLIOGRAPHIES AND SUGGESTED READINGS

By ELLWOOD P. CUBBERLEY

Cloth, 4to, illustrated, xvi + 361 pages, $2.60

This book has been prepared for the use of teachers, librarians, and students of education. The Syllabus is based on a combination of the lecture and library methods, with occasional class discussions and reports.

The Syllabus presents the subject so that the study of the History of Education may be carried on as a phase of the history of civilization. Accordingly a close connection has been maintained between the history of the civilization of a people and the ideas on and progress of education among them. Significant political events, changes in religious ideas, the attitude of the leaders toward the great problems, the progress of scientific discovery and invention, and the rise and progress of the scientific method and national spirit have been considered as a background for the study of the history of educational theories and practice. An attempt has also been made to separate what was mere theory from what was actual practice, what was particular or local from what was general; to give some coherence to that confusing period between the Protestant Revolt and the nineteenth century; to set the work of the theorists and the reformers in a proper relation to one another and to the times in which they lived, and to point out how far they have influenced the present; and, finally, to sketch the great organizing movements of the nineteenth century, taking Germany, France, and England as types. A sufficiently comprehensive outline of the history of education in American is given so as to show the relation of the European development to our own.

THE MACMILLAN COMPANY

64–66 Fifth Avenue, New York

CHICAGO BOSTON SAN FRANCISCO DALLAS ATLANTA

21462

Date Due

MY 5 '65

LB2806
C8

ST. OLAF COLLEGE
LB2806 .C8
Cubberley, Ellw - State and county educational reo
3 0111 00222 9325